DOCUMENT RESUME

ED 304 069 HE 022 255

AUTHOR Young, Raymond J.
TITLE Factors Associated with Creative Collegiate Summer Programs.
SPONS AGENCY North American Association of Summer Sessions, St. Louis, MO.; Western Association of Summer Session Administrators.
PUB DATE Mar 87
NOTE 67p.; Partially supported by Phi Delta Kappa.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Programs; Creative Activities; *Creative Teaching; *Creativity; Higher Education; Imagination; Institutional Characteristics; Social Influences; *Summer Programs; Teacher Influence

ABSTRACT

A study was conducted in 1986 to ascertain factors associated with creative summer session programs among U.S. universities and colleges. All were classified by Carnegie type as Doctoral granting, Research, and Comprehensive; all similar Canadian universities were considered, and 14 were included. Areas examined included: institutional characteristics; definitions imposed; descriptions of the programs identified as creative; factors perceived as associated with the presence of creative summer programs; mode of decision making; program evaluation structure; and financial support of summer sessions. Study findings reinforce the tenets of the theories of incentives, human behavior motivation, and organizational behavior. There were no surprises. Internal factors perceived to be most closely related to the presence of creative summer term programs were individual faculty initiative often stimulated by financial incentive and central administrative encouragement, psychological support of instructional unit administrators and faculty, and leadership by summer session administrators in a flexible climate. Influential external factors were societal trends, public concerns, felt needs and desires of current and potential students, and suggestions of occupational and professional groups in the institution's service region. Appended are descriptions of institutions studied, creative programs and activities identified, and names of institutions included in site visits. (SM)

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FACTORS ASSOCIATED WITH CREATIVE COLLEGIATE SUMMER PROGRAMS

BY

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PULLMAN, WASHINGTON

MARCH 1987

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ACKNOWLEDGMENTS

This study, which emanated from a nation-wide 1985 study of summer sessions in Canada and the United States, was made possible by partial funding assistance from Phi Delta Kappa, the North American Association of Summer Sessions, and the Western Association of Summer Session Administrators. It was also made possible by a one term sabbatical leave granted by Washington State University to the author for the purpose of conducting site interviews. Grateful assistance was provided by the Department of Educational Administration at Michigan State University where the author was appointed as an Adjunct Professor with full library, parking and office accommodations which served as headquarters for the research effort.

Deeply appreciated was the wholehearted and generous cooperation and assistance of each individual serving as the chief administrator of the summer term educational programs and activities at each institution. Without their help in arranging interview schedules and appointments the study could not have been conducted. Thanks are expressed to each individual who took precious time from a busy daily schedule to meet with the researcher and to provide essential information pertinent to the study. Appreciation is expressed to Dr. William P. McDougall for his assistance in obtaining funding support, for his scholarly review of this report from the perspective of a Summer Sessions Director, and for his encouragement.

Appreciation is expressed to Ms. Lisa Jaeger, who converted handwritten interview notes to a draft typewritten document. For the preparation of this report, gratitude is expressed to Ms. Sandra Tyacke.

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FACTORS ASSOCIATED WITH CREATIVE COLLEGIATE SUMMER SESSION PROGRAMS

Background of the Study

During 1985, a study of summer sessions was conducted among all colleges and universities in the United States classified by Carnegie type as Doctoral Granting, Research, and Comprehensive and all similar Canadian universities.[1] While all Canadian universities responded to the study, a one-third random sample of the United States institutions stratified by control and type were contacted, and a 92.5% response was received from them. Of the latter 86.3% were usable, for 6.2% either had no summer session or the summer term was a regular part of the year-around operation. This study was financially supported by the North American Association of Summer Sessions and the Western Association of Summer Session Administrators and endorsed by the Executive Board of the National University Continuing Education Association.

A total of 55 universities/colleges in the United States (29.3%) indicated that in the 1983 and/or 1984 summer term they had offered a creative program deemed to be unique, innovative, experimental, or exemplary. Fifty-three respondents described or listed one or more programs or activities. This is a report of a study conducted during the fall 1986 among 14 (26%) of the 53 institutions judged by a panel to have the most creative programs. The purpose of the study was to ascertain factors associated with creative summer session programs among colleges/universities in the United States.

Rationale for the Study

Among the major purposes and functions claimed for university summer sessions since their inception has been to encourage and provide a setting for curriculum and methodological experimentation. Central to this purpose has been the idea that new and creative offerings, activities, and approaches to instruction could be tested during this term and, if successful for several years, the innovation might be folded into the curriculum during the other terms as a regular on-going part of it. In spite of much having been said during the past eight decades in the writings and conference discussions of summer session administrators in favor of the opportunity summer session affords for trying out new ideas, respondents to the 1985 national study placed this purpose last among nine major purposes subscribed to by the institutions studied. Only 39% of the respondents indicated the opportunity for experimentation was a summer session purpose. This purpose has been recognized and fostered by at least two of the summer session associations which grant annual awards for summer session programs judged to be the most creative.

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[1] Young, Raymond J. and McDougall, William P. Recent Changes in Summer Sessions of U.S. and Canadian Colleges and Universities, St. Louis: North American Association of Summer Sessions, January 1986.

If creativity is to flourish and the summer term is to provide a setting for experimentation, then college/university administrators ought to know what factors seem to be most related. It was not assumed, however, that all such factors would be different than would operate in general during other academic terms, but some factors might be uniquely related and pertinent to summer sessions and conditions relating to them. Thus, the import of this study was to search for those factors as perceived by individuals most closely involved for whatever relevance they may have for administrative practice.

Scope and Limitations

The definition of creative (innovative, experimental, unique, and exemplary) was left to the reporting institution. A creative program was whatever the institution deemed it to be. At the outset of the study, much effort was expended by the investigator in attempting to establish a hard and fast definition for innovative, experimental, unique and exemplary. This exploration led to a conclusion that nothing under the sun is really new in education, and that an institution's definition would be as good as any other operationally. Otherwise, there would be no programs to study or factors to observe.

A program deemed to be innovative in one institution might have sometime been tried and adopted or rejected by another. A program thought to be unique might exist elsewhere, but unknown to a particular institution due to the absence of vehicles for communication about practices. A program believed to be experimental in one institution, meaning the testing of a new or different way of packaging and/or delivering a summer offering from the way it had been done traditionally, may have been a regular practice in another. Success with a new or different way of packaging and/or delivering offerings or the serving of new and different clientele stirs feelings of those involved that others might emulate the practice or offering.

Cognizance is taken of the possibility that, among the 67% of colleges and universities not included in the random sample, there might have been summer session programs even more creative than those identified by the study group. The study, then, was limited to the programs deemed most creative from those included by random selection in the study sample. Factors associated with the existence of creative summer session programs or offerings are those perceived by professionals (summer session directors/administrators) and others (vice presidents, deans, department chairs, and involved faculty) as being associated. Just as one cannot discern significant characteristics associated with students who drop out of college in the freshman year without also studying the characteristics of those who persisted, one cannot ascertain factors significantly related to the presence of creative summer programs or offerings without also studying a similar group of institutions with no creative programs. It was hoped by the investigator that the first exploratory study of its kind would open the possibility and opportunity for the type of research alluded to above by providing a basis for it.

Study Methods and Procedures

In the 1985 study, respondents were asked if in 1983 or 1984 or both summer sessions there were programs and/or activities which they considered to be innovative, unique, exemplary, or experimental. If the response was

affirmative, the respondent was asked to list a title or give a sentence description. Listings and descriptions were reviewed by a small panel, and those judged to be most creative were selected for study. A decision was made to collect information about the programs by interview during site visits.

From a review of literature and data from previous studies conducted by the author, a draft copy of an interview guide was developed relating to factors that might be associated with program and activity creativity in a university. This draft along with an explanation of the study purpose was circulated among the officers of the Washington State University Alpha Gamma Chapter of Phi Delta Kappa asking for ideas as to content and format. After receiving no contributions, the interview guide and procedures were tested in April 1986 on one of the 14 selected institutions, the University of Miami, Coral Gables, Florida and again in May 1986 at a second institution, the University of Portland, Portland, Oregon. Dr. William P. McDougall observed the latter interview with the summer session administrator and felt comfortable the procedures and questions were on the right track.

In June, arrangements were made for the site visits and interviews during July at institutions in North Dakota, South Dakota, and Iowa. Subjects at the University of Wyoming had conflicts and were unable to arrange interviews until the latter part of September. Although there had been no response to a proposal for funding submitted March 4, 1986 to Phi Delta Kappa until August 18, arrangements were made in late July and early August to conduct October site visits and interviews at institutions in Missouri, Arkansas, Pennsylvania, New Jersey, and two in New York. Due to schedule difficulties, interviews were held at the last institution in Michigan in mid-November. Partial funding was provided by research committees of the North American Association of Summer Sessions and the Western Association of Summer Session Administrators. (See Appendix C for names of institutions.)

At each institution the administrator responsible for the summer session was asked, after agreeing to cooperate in the study, to work out an agenda for interviews with department or division chairs, faculty, and deans responsible for the specific creative programs. A request was also made to interview the administrator to whom the summer session administrator reported. Initial telephone conversations were followed by a letter to the summer session administrator naming the specific programs or activities that had been listed as creative along with a copy of the interview guide and an indication of the positions held by persons to be interviewed. An excellent job was done by the summer session office personnel in each institution of scheduling interviews with specific persons at appointed times.

After each set of interviews, notes were transcribed and a report was developed following a uniform system of organization. Since monies requested for typing and secretarial services had not been allowed by the funding sources, the reports averaging about nine (9) typewritten pages per institution visited were sent as completed to Washington State University. Final corrected copies became available on February 16, 1987. It is from these notes that this report has been developed.

Characteristics of the Institutions Studied

Geographically, institutions studied ranged in location from the west coast (Portland, Oregon) to the east coast (Coral Gables, Florida and Staten Island, New York). Institutions ranged in 1985 fall headcount credit enrollment of 2,716 students in a rural farm environment of 26 thousand residents to

43,241 students in a highly urban environment of 1.6 million residents. Campus size ranged from a 900 acre main campus tract to a 28 block verdant park-like site in an urban downtown business area. Founding dates ranged from 1766 to 1976. Ethnic backgrounds of residents in cities of location ranged from 33.7% to 0.5% Black and Spanish, and resident population median age ranged from 21.7 years to 36.1 years. Institutions were situated in an area that had experienced a population decline between 1970 and 1980 of 20% to an area where population growth had been 22.7% during the decade. Of the universities studied, two were research universities, two were doctoral granting universities, and ten were comprehensive universities and colleges by Carnegie type.[2] Descriptions of the institutions appear in Appendix A. A review of the brief institutional description in Appendix A reveals a flavor of institutional difference difficult to portray through descriptive statistics. Suffice it to say here that the institutions studied represented a vast range of characteristics, and none could be associated with the creativity which existed. Except for one institution, all had a clear written statement of mission and goals.

Definitions Imposed for Interpretative Purposes

The researcher found it impractical to develop pre-study definitions which would convey unambiguous meanings to respondents and serve as a guide in their identification of creative programs. However, a synthesis of the information obtained through site interviews demanded the creation of such definitions for interpretative purposes. Classifications of programs, courses, and other activities can be three-fold. One classification which emerged was by major purpose and nature of the summer offering deemed by the respondents to be creative. The other classification was by the type of creativity displayed--experimental, unique, innovative, or exemplary. Transcending these classification dimensions was yet another higher order classification regarding whether the creative activity was of a substantive nature or whether it related to variations in the mechanics of packaging and delivery of education.

Any program or activity which is experimental, unique, or innovative may serve as a pattern worthy of imitation and be illustrative of commendable efforts that could be made perhaps with appropriate tailored modification, by professional personnel in other institutions. Thus, programs and activities which are judged unique, experimental, or innovative are probably exemplary and were considered to be so by the researcher for interpretative purposes.

A unique summer program or activity was judged to be one which was very rare and uncommon or completely without a like or equal anywhere else. An innovative summer activity was deemed to be one in which a method, idea, or device was implemented that was new and different in a given institution from the way things were done typically and traditionally. There are two aspects to this definition. One has to do with what is innovative for a given university, and the other has to do with what may be innovative generally so far as summer term activities are concerned. The burden of judging the first aspect rests with the respondent, and the burden of judgment on the second aspect lies with the researcher. Interpretations made in the next section bear the

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[2] Carnegie Council on Policy Studies in Higher Education. A Classification of Institutions of Higher Education. Berkeley, California: The Carnegie Foundation for the Advancement of Teaching, 1976.

mark of the latter's judgment. An experimental summer educational activity was deemed to be a new one undergoing a process of experiential testing, possibly for the purpose of creating or testing a new educational program model, for example, for the education of teachers or the teaching of a field of knowledge.

Descriptions of Programs Deemed to be Creative

Programs and instructional activities identified as being creative (exemplary, experimental, unique, or innovative) by the schools studied are described below. Appendix B contains a listing of the summer programs and activities identified by each of the institutions providing that information, including the institutions selected for study as indicated by an asterisk.

Programs and activities considered to be creative among the institutions selected for this study are described below. Unless otherwise noted, all creative programs were offered for academic credit.

Institution A

One Month Intensive Program in Computer Related Engineering and Science Studies (CRESS). This program, limited to 40 selected high school students who have completed their junior year, have extremely high SAT scores, and are recommended by a college counselor is offered by the College of Engineering. Partial funding for the program is provided by the U. S. Army, and the program is one of only two in the country. The program is custom designed and incorporates studies in computer graphics, microprocessor design and use, basic logic designs, computer-aided design, and Pascal language programming. In one week students learn all they would learn in a college-level freshman course in Pascal programming. Students live in dormitories and work closely with selected engineering professors. Various planned recreational and cultural activities round out the student's experiences. This program had been offered for two years.

Shipwreck Archaeology. The department of Anthropology offered a course which gave students experience in "digging" for artifacts and other objects of interest in a sunken ship of ages past found on the ocean floor. This program has been offered for approximately five years.

Special Interest Courses in Communications. The School of Communication, a recently organized instructional unit, offered special interest credit courses in advertising: Creative Writing and Design, Pornography and Obscenity in Mass Media, Sports Journalism, and Improvisation and Role Playing: Accents and Dialects. The first two topics had been offered for two years, and the last two for at least three years each.

Special Interest Psychology Courses. The Department of Psychology offered special interest credit courses in Pleasure and Anxiety and Moral Issues in Clinical Psychology and Psychiatry. These courses had each existed for two years.

Special Interest Education Courses. The College of Education and Allied Professions offered special interest credit courses in Quick and Dirty Statistics: Techniques and Tables (applied, univariate nonparametric statistical techniques and accessing interactive computer programs designed for distribution-free statistical analyses), Right Brain Evolution/Revolution, and a Master Educator Series. Education professors who expect summer employment

are not permitted to offer courses offered during other terms in the year, but must propose an innovative new type of appropriate credit courses or workshop designed to be stimulating, challenging, utilizing a variety of instructional approaches, and designed for extension of certificates for teachers. As an example, undergraduate credit courses scheduled for 1986 are Visual Synetics, Microcomputers in Early Childhood and Elementary Education, Teaching Basic Reading Skills, Approaches to Teaching Thinking, Mental Health Issues for Educators, Computers in the Classroom, Problem Solving in Elementary School Mathematics, Teaching Basic Writing Skills, and Health and Nutrition for Elementary and Secondary Curricula. This Master Educator Series had been offered for five years. The other special interest courses had been offered for two years each.

Institution B

Programs considered to be creative were the summer language programs which have ranged in number from 17 to 21 different languages. Specifically noted as creative were the (1) Vlach Language Program, (2) ALPS (Acquiring Language Proficiency Skills) Program, and the Middle East Mosaic. All creative programs have been offered for credit.

Vlach Language was offered for one year, and it was suggested by the Summer Session Director, because an instructor was available in the community. The presence of this course on a language spokane by a nearly extinct people in the Balkan region served as an attention getter for advertising the entire summer language program of offerings.

The Middle East Mosaic Program grew out of the Middle East Student Center and is offered in alternate years with another university through a consortial arrangement. The Mosaic, which had been offered for 14 years contains many courses--history, philosophy, geography, etc.--on the Middle East Region.

The ALPS (Acquiring Language Proficiency Skills) Program has been offered about five years and was originally stimulated by a professor from another well known university.

Institution C

Early Childhood and Gifted Education. Graduate level programs offered by the College of Education and Human Services under the aegis of the Campus Laboratory School (12 and 15 hrs, respectively), run for eight weeks. Each is an integrated lecture/lab experience in which each graduate student accepted (8 students) into the program, has a summer session advisor to guide them through the program, an individual plan developed with and for them, regularly scheduled individual conferences with the supervisor, and private work space and desks, copy privileges, etc. Thirty children ages 4-7 are accepted into the Early Childhood Program, and 30 who have completed grades 1-7 are accepted into the Gifted Program. Teaching personnel selected for their ability and training in working with precocious youth are supported in the latter program by various specialists, national authorities, and master's degree level student teachers.

Essential facets of both programs are the creation of an educational environment which teams one education professor with one elementary teacher in one classroom with children to be taught and eight teacher education graduate

students. Responsibility for teaching the elementary students and the graduate students is shared equally by the education professor and the classroom teacher. Graduate students spend one-half day in lecture format and one-half day teaching children. Content of lectures is modeled by the professor and classroom teacher and experienced through participation by the graduate level student teacher. Each graduate student develops an Individualized Education Plan (IEP), builds a resource library beginning with a suggested bibliography, develops a scholarly paper, and keeps a personal growth diary. The diary is shared with the advisor in which is chronicled their attitudes, encounters, involvement, and conclusions as they experience the integration of 15 hours of work in the area of gifted education.

The total immersion program is designed to give graduate students the same experiences as it is expected the children being taught will have. Based on the assumption teachers will tend to teach as they have been taught, not what they read about how they should have been taught or how to teach, this program attempts to create an environment in which first-hand experience is the teacher under expert closely supervised conditions.

Institution D

The program considered to be creative was a one semester hour Health Risk Appraisal Program in the School of Health, Physical Education and Recreation, which had been offered three years. It has attracted persons from a broad spectrum of health care practitioners (55%) as well as some health educators (25%), and students pursuing degrees (20%).

Institution E

Programs considered to be creative were offered by the Mathematics/Science and Music Programs. Both a Suzuki Piano Pedagogy Workshop and a one-week intensive course on Instrument Repair for the Band director were aimed at high school teachers of music, and music camps were designed to attract high school students to campus. The instrument repair workshop was proposed by a faculty member with that kind of expertise, and a faculty member from another major state university was brought in to offer the intensive course on Suzuki Piano Pedagogy. The computer/science camps for junior high school youth were started six years ago by a mathematics instructor with the aid of an external grant of funds.

Institution F

Creative programs were offered by the Departments of Music, English, and combined efforts of the faculty from Departments of Botany, Zoology, Physiology, and Biology, and the Department of Geography and Recreation and Park Administration.

Western Arts Music Festival. The Festival in 1985 was the 14th season. It consists of a series of Tuesday evening chamber concerts presented by the university faculty and guest artists of wide renown internationally as well as nationally. The 1985 music repertory included music from the baroque to the present. The Festival is sponsored by Summer Session, the College of Arts and Sciences, and the State Council on the Arts. Five concerts were

given on campus, and two in another city at a community college Fine Arts Center. In part, the free admission concerts are financially supported by gifts from private and corporate donors. Approximately 54% of the costs are provided by a combination of university sources, including summer session and annual fees. Concerts drew up to 500 patrons. Although advanced graduate students may assist, no credit is given.

Conference on Freshman and Sophomore English. This program has existed for 15 years, is one week in duration, is credit optional, and uses a flexible format including workshops, addresses, panels, and demonstrations on all aspects of teaching English. The Conference attracts 180-200 conferees from universities and community colleges in 45 states and several Canadian provinces. It aim is to foster the improvement of instruction in writing, literature, and language courses. Consultants of national repute are brought in to staff the activities which combine intensive academic work with planned recreational activities of varied sorts.

Living History Program (Old Oregon Trail Military Fort). This unique course, in which 11 faculty, 5 helpers, and 35 students go to the site of the old military fort for one week to recreate life as it was in 1876, is offered for the purpose of teaching history interpretation methods. Credit of 1-3 hours is granted to students. To reproduce the ratio of men and women who inhabited the fort that year, 20 men and 15 women students are selected for the course.

The course is an intensive learning laboratory involving approximately 16 hours of experiential learning each day by men and women participants who role play for the duration of the course the soldier or laundress of the frontier army of 1876 encamped at the fort. A fee of $80 is charged students for room and board in addition to tuition. Before the week begins, participating students read nine books and two manuals in preparation for assuming their roles at the camp. It is intended participants will develop the skills to interpret an historical site and its circumstances in a living history mode. Some students have been employees of the National Parks Department. Most, if not all, the helpers are former students who are interested in acting as a cook or other job performed by helpers in 1876. This course has been offered for five years.

Audubon Ecology Camp in the West. This course is a two-week, two semester, upper division credit hour, cooperative program between the university and the National Audubon Society which provides outdoor field experience in a Rocky Mountain camp setting. Field experiences deal with ecology relationships and a broad range of natural history subjects, including aquatic life, botany, geology, animal life, insects, and related human issues. Emphasis is placed upon participants gaining an understanding of the ecological relationships of the living and non-living aspects of the environment. Three two-week sessions are offered during summer months with students charged for room and board and normal tuition fees. This program has been in operation several years.

Biological Field Station Work Program. After 50 years of existence, the Field Station which provided summer natural laboratory experiences for science students was closed. Instead, a new Life Sciences Summer Session opportunity for biology teachers and students in the life sciences, science education, and natural resources management has been developed. Departments of Botany and Zoology offer a group of courses which will facilitate progress toward majors in these fields and toward the completion of graduate degrees as well. Field courses at the Biological Field Station have been replaced with courses on flora of the Rocky Mountains and Stream and Lake Ecology. One

course in Wildlife Ecology involves traveling by students for several days at a time to points of interest for ecologists and wildlife biologists in the Great Plains and mountain regions. By enrolling in a pre-session course on campus and then for the summer session field-oriented experiences, a student can earn 12 academic credit hours. Students are encouraged to attend one summer term and take off a fall or spring semester, if they desire, for it is summertime when field work can most appropriately be done. This reconstructed program is one year old.

Science and Mathematics Teaching Center. This program was recently established. It features portal school leadership training in science and for using microcomputers in elementary and secondary school science/mathematics teaching, courses in critical thinking skills for science/mathematics instruction, science/mathematics courses for improving teaching effectiveness, and diagnosis and remediation in elementary school mathematics.

Institution G

Creative programs consisted of six special themes courses offered in 1984, three each of which were centered around the topics of Excellence in Education and Election Year Politics. One course in Reagonomics, one on Freedom and Expression, and another on study skills attracted enough students, and each was offered for two weeks for one semester hour of credit. The former attracted 90% non-traditional male students such as city government officials as well as some regular students. Other proposed programs did not attract enough students to make it worthwhile to offer them.

Institution H

Practices considered creative were summer session classes offered by Engineering for ten weeks instead of only during a five-week session and night classes offered by the College of Business.

During the summers of 1983 and 1984 in each five-week session, one of the following three semester hour classes was offered at night: Social Implications of Information Systems, Operations Analysis and Modeling, Distributed Data Processing, and Quantitative Business Analysis. The first three were scheduled from 6-9 p.m. on Monday, Tuesday and Thursday, and the latter was offered from 6:30-9:30 p.m. They were designed to test the demand for summer classes in the evening, especially by community residents as well as regular graduate students in the new masters MIS program. Because of need for more faculty with doctorates to teach day summer classes, the MIS program was discontinued on advice of an accrediting agency. Since enrollments were very marginal, all night classes were discontinued. There is some reason to believe the classes were not widely publicized to the community aside from listing them in the schedule of offerings. However there is some expectation that night classes may be tried again during the 1987 summer session. Students attracted were reported to be of high quality.

Institution I

Creative programs were offered by the Departments of English, Economics, Computer Science, Foreign Language, and Elementary Education.

Essentials of Latin. In 1983 the foreign language faculty decided to offer in place of a composition skills course a course in Essentials of Latin as a means for teaching basic skills. As originally conceived, a research design was developed to test the effectiveness of teaching Latin as a means of improving basic composition skills compared to a course (090) in Composition. A properly organized control group did not materialize, so the experiment did not meet with satisfaction. Enrollments have been small, however the summer session office has been supportive in providing encouragement and risk funding authorization. Scheduling problems are perceived to be at the root of the difficulty. This effort had lasted three years.

Night Business Courses. Beginning in the summer of 1984, the Department of Economics began scheduling management courses at night (7 pm - 9 pm) in response to pressure from central administration, faculty, deans, and students to test the demand for the program. The department faculty, encouraged by central administration has adopted an emphasis on business management rather than business administration for government and non-profit types of organizations as well as for profit making ones. Other surrounding schools offer programs in business administration, so this institution views the need for the future to be for employees who can perform in response to demand for high level managers. This program has attracted non-traditional students from the surrounding area businesses as well as regular students who work on summer jobs. The trial period for testing the viability of night courses is five years.

Night Computer Science Courses. Everything offered by the Computer Science Department is offered once a year at night, including summer time. Seven faculty and four staff accommodate 160 undergraduate majors and 25 masters level graduate students. While the majority of students are regular degree program students, a few non-traditional students are attracted to the night classes. Most lectures have been video-taped at the senior and graduate levels and are offered on a flexible time to be arranged basis. Students view the lectures and meet twice a week at night for discussions with professors. Persons who are making mid-career job changes are among the non-traditional students attracted most. The department has a long standing close working relationship with one of the largest business equipment (including computers) manufacturing firms. Sponsored research contracts brought in 1.4 million dollars to the department in recent years from at least a dozen sources, including one of the branches of the military service.

Home Study Summer Courses. Beginning with the English Department in 1977, the idea of summer home study courses began and has now spread to departments of Biology, Chemistry, Psychology, and Philosophy. A new department head brought the idea from another university where he had completed doctoral work. Home study provides an opportunity for students to take courses while they are away from the campus during the summer, or in addition to registration in on-campus summer courses. Home study courses are offered during the Pre-session and the Main session. Students registering for home study courses are given an orientation at which time they receive course materials from the course instructor prior to the start of the course. Assignments are due in sets of three, and due dates are stipulated for times when sets are due. If a student gets behind as much as two due dates, they fail the course. Initially, the student receives the first three sets of assignments by mail after the orientation. When the first set of assignments is submitted, the student receives the fourth set, and as the second set is completed, the student receives the fifth and final set of assignments. The course professor is available both by telephone and in person to answer

questions and resolve questions. Students have until the end of the summer Post-session to complete all assignments. In some courses, students may be required to come to campus on a flexible schedule basis for a final examination, or the grade may be the average of grades earned on each of the 15 assignments. The home study courses differ markedly from correspondence courses in several important ways, including the initial orientation and contact with the professor, the professor's continued availability for contact, and the structure of assignment and course end deadlines.

Second Home Off-Campus Courses in the Area. Several service type courses have been sponsored in the surrounding area to meet the interest of second home owners. The most popular of these has been a course on Safe Sailing taught by a Red Cross certified sailing expert. This program can result in credit and has been offered for five years.

Affective Education Off Campus. For ten years, the Elementary Education faculty has conducted one-week workshops which have grown in demand and popularity. These intensive three semester hour credit workshops focus on Introduction to schools Without Failure, Discipline in the Classroom, Reducing Conflict in the Classroom, and Mainstreaming in the Schools. They are geared to the in-service interests and needs of school personnel and attract not only teachers but school nurses and guidance counselors. No more than 12 semester hours may be used to satisfy degree requirements. Since the demand has outstripped the staff available, adjunct personnel are used throughout the state to staff the workshops held in as many as three dozen schools. The total set of activities is coordinated by a university professor.

Institution J

Language Immersion Program. Summer immersion language programs in 15 different languages besides English are offered on intensive two-week total immersion bases. In a given language there may be as many as four two-week sessions during which students live in language dormitories often with the instructors as well as on-campus students whose native language is the one being studied. Students take their meals together with the instructors and live the language. Two two-week sessions are offered during the Summer Session I which is four weeks in duration and two two-week sessions during the Summer Session II of six weeks duration. In four weeks a student can complete the equivalent of two semesters of a language, or six semester hours. Classes meet five days a week for five hours each morning, 8 a.m. to 1 p.m., for a total of 50 contact hours. Class size for each section does not exceed 15 students. Classes are supplemented by practice in the language laboratory, and recordings are available for use outside. A variety of cultural and recreational activities is provided in the language being studied, including foreign films, music, singing, picnicking, and various sports. With seed money supplied by the continuing education unit and continued support for publication of brochures and advertising materials, the activity began in 1981. These programs were an outgrowth of work begun in 1969 by an instructor of Russian who had experimented with intensive four-week sessions involving persons who were interested in a trip to the Soviet Union which took place following the period of instruction. The same texts and instructional materials are used as during a regular semester. During a two-week session, students typically progress further than students do in a regular semester language course. During the year a series of 11 weekend language immersion programs are held on campus beginning on Friday night and concluding Sunday

afternoon. Each weekend provides 15 hours of intensive instruction at the elementary, intermediate, and advanced levels in each of 15 languages. Demand had become so great from the corporate and government worlds as well as from interested individuals that sessions have been organized for seven weekend sessions at a hotel in the major metropolitan area 75 miles away and at a nearby resort area for four weekends and one week-long session.

Today all intensive language immersion programs in the summer and elsewhere are self supporting, and revenue from the activities has enabled the foreign language department to acquire equipment (including computers) and supplies to enhance the work. Teachers consist of college and high school teachers of a language who are interested in earning extra income.

Personal Computer Immersion Program. Beginning in April, continuing through the summer sessions, and ending in early December, a series of weekend sessions are held on campus at the introductory and advanced levels. Students may select one weekend at each level. Introductory courses are designed for persons with no prior experience with computers, and the aim is to make students literate by guiding them through the technical jargon of the field, using simple non-technical language, to a basic understanding of the personal computer. This instruction is coupled with hands-on computer experience designed to help students understand and use personal computers. Each session is limited to 30 students. A personal computer is provided for each participant. Sessions run from 7 p.m. to 10 p.m. on Friday, 9 a.m. to 6 p.m. on Saturday with free computer time in the evening, and from 9 a.m. to 2 p.m. on Sunday with a half hour refreshment break at 11:30 a.m. The advanced immersion weekend is focused primarily on spread sheets and their uses, and students can bring their own data and problems if they desire. Each student is assigned a personal computer for their use.

Minority High School Math/Science Program. With some assistance from the Summer Session Office, members of the Biology department established a summer program in cooperation with a number of regionally located high schools to identify talented high school minority freshmen. These freshmen were brought to campus on six Saturdays for general orientation sessions about the importance of science and math in a number of related occupations. Interest groups were formed, and they each received special instruction about their fields of interest and had an opportunity to visit laboratories and to meet with instructors and other personnel. This effort led to a grant of money from an external source for a Science Technology Entry Program (STEP) project. Throughout high school, these same high school students will be brought back to campus for activities designed to whet and reinforce their interest in science and mathematics courses appropriate for further study in college after graduation. One year before the grant was received, and no funds were available from the university, participating public schools cooperated in providing funds for the activities. Within the total state system of higher education such an idea was being tested in a large metropolitan school setting, and persons involved in that project were interested in seeing the idea tested in a rural setting.

Institution K

Special Topics Offerings. A number of summer session programs were deemed by respondents from this university as being creative. They were:

Therapy With Children
Educating the Alienated and Disruptive Student
Drug and Alcohol Counseling
Ethical and Legal Issues in Counseling
Reading and the Gifted Student
Integrating Asian Studies in the High School Curriculum
The Parent Connection--Strategies for Success in the Curriculum
The Parent Connection--Strategies for Success in the Classroom
Career Development: Getting the Job You Want
Simulated Materials for Elementary and Secondary School Administrators
Censorship and Literature
The Machine and America
Science, Religion and Imagination

These topical offerings are scheduled either for one week or for three with most being for three weeks. Most were offered by the College of Education. Instructors for seven of the offerings were available; another was ill, and another had left campus. Since these innovative programs were all of the same type, they are treated here as a group instead of individually as in other reports where each tended to be different from the other.

Institution L

Institute for Elementary School Teachers of Mathematics, Science, and Computers. This three-year-old program is offered for academic credit by the Graduate School of Education. The program is sponsored by and is an outgrowth of work in a Center for Math/Science/Computers now funded in part by grant monies provided by a major national industrial firm. Efforts are underway to develop a Teacher Development Model for the in-service education of teachers which integrates subject matter content with pedagogy. A link has been developed with a large public school system in which teachers are immersed in learning experiences paralleling those they will provide the children. Extensive use is made of video tapes of the learning activities of children as well as the learning activities of the involved teachers. The model provides a basis for learning to interpret learning, or lack of it, through trained observational skills. The broad general focus is upon helping teachers learn to facilitate and to guide the learning process. Much attention is given to the affective rather than the mechanistic approach to teaching.

The summer session has provided an opportunity to test the idea on experienced teachers from the field. On-going evaluations are part of the innovative activities.

Institution M

Immersion Program in Biology, Physics, and Chemistry. Courses were designed to provide two semesters of college credit work in eight weeks. Courses meet for three lecture hours a day for four days a week and three hours of laboratory work each of three days a week. In a four-week period, 25 students in each class complete the work normally done in one semester, and during a second four-week term students complete work normally done in a second semester. The same texts, laboratory experiments, and tests are used as during other terms in the year. Guide sheets are provided to facilitate

independent study progress. About one-half the students in chemistry courses are visiting students from other universities and native students who must have the courses to enter a program of their choice such as nursing, pre-medicine, etc. Since each science department has its own laboratory facilities, no scheduling problems have occurred; and, the impact of enrollments on regular year term enrollments has been negligible. Students pursuing these intensive courses enroll in no other courses.

Institution N

One-Week Special Themes Courses. The listing of special themes offerings, which have been offered over a seven-year period in a variety of fields, are scheduled from 3:30 p.m. to 6:50 p.m. each of four consecutive days, a time in which no other instructional activities are scheduled. Announcements of them appear as a separate document which is inserted into the middle of the summer session class schedule bulletin. The class schedule bulletin is prepared by the Registrar's office, but the document announcing Special Themes courses and two-week workshops is prepared in the Summer Sessions office. This four-page document can be used separately for publicity purposes as well as an insertion into the bound summer session class schedule. The intent of the Theme courses is to provide opportunities for stimulating intellectual exercises for faculty to develop special topics of interest which is not possible during the regular terms and at a small investment of time and money. A special themes one-shot specialty course cannot be offered more than during three summers, then if it has proven successful, it may be folded into the regular curriculum as a course through normal procedures or incorporated into on-going courses as a unit of instruction by the instructor.

Special themes have been, for example, Communication; Dimensions of Self; Environment and Technology; Legal, Moral and Social Issues; and Wellness, Illness, and Disability. To illustrate the kind of interdepartmental involvement, a listing appears below of courses offered under the theme Legal, Moral, and Social Issues. Courses were:

Dispute Resolution: A Survey Landlords and Tenants in a University Setting--Department of Business Law and Regulation
Effective Lobby Techniques--Department of Educational Administration
Advocacy in Child Care and Development--Department of Home Economics, Family Life, and Consumer Education
Children and Divorce--Department of Home Economics Family Life, and Consumer Education
Sexual Abuse of Children--Department of Sociology

Under the special theme of Dimensions of Self, the following courses were offered:

Professionalism and Women--Department of Education Administration
Marketing Yourself--Department of Marketing
Beginning Guitar Skills--Department of Music
Women and Work: Facing the Challenge of the Future--Department of Philosophy
Women's Liberation: Action and Reaction--Department of Political Science

In 1980, 1983, and 1986 the numbers of special themes courses offered were, respectively, 34, 47, and 39. Each of the three summers, faculty offering courses represented 14, 13 and 14 departments, respectively. Faculty from about 40% of all instructional departments have participated in offering special themes courses each year.

Summary of Creative Summer Educational Activities

Substantative. Summer programs and activities deemed by study respondents to be creative that were thought by the researcher after site interviews to be substantative in character are presented. These programs and activities are listed by category of perceived purpose and nature. Following each program or activity is a designation in parenthesis by type of creativity reflected. The creative summer activities and programs were:

1. Special Interest--Externally Funded

    a. One-Month Intensive Program in Computer Related Engineering and Science Studies (Unique and Experimental)
    b. Institute for Elementary School Teachers of Mathematics, Science, and Computers (Experimental)

2. Regular Curriculum Complementation

    a. Shipwreck Archaeology (Unique)
    b. Middle East Mosaic Program (Innovative)
    c. Acquiring Language Proficiency Skills (ALPS) Program (Innovative)
    d. Early Childhood and Gifted Education (Experimental)
    e. Western Arts Music Festival (Innovative)
    f. Living History Program--Old Oregon Trail Military Fort (Unique)
    g. Audubon Ecology Camp in the West (Unique)
    h. Biological Field Station Work Program (Innovative)
    i. Science and Mathematics Teaching Center (Innovative)
    j. Essentials of Latin (Experimental)

3. Special Interest--General Professional Enhancement

    a. Conference on Freshman and Sophomore English (Unique)
    b. Affective Education Off Campus (Unique)

Program Marketing and Mechanics of Packaging and Delivery. Programs and activities deemed by study respondents to be creative that were thought by the researcher after site interviews to be aimed at attracting new audiences, enhancing enrollments, and catering to the interests of special groups and faculty are presented below. These purposes were sought sometimes through content and time packaging and/or alteration of delivery methods to effect better clientele accommodation.

1. Special Interest--Marketing and Curriculum Validity Testing

   a. Special Interest Courses in Communications (Innovative)
   b. A Special Interest Courses in Psychology (Innovative)
   c. Special Interest Courses in Education (Innovative)
   d. Vlach Language Course (Unique)
   e. Health Risk Appraisal Program (Innovative)
   f. Suzuki Piano Pedagogy (Innovative)
   g. Instrument Repair for the Band Director (Innovative)
   h. Music Camps for High School Students (Innovative)
   i. Computer/Science Camps for Junior High School Youth (Innovative)
   j. Special Themes Courses--Political Science and Study Skills (Innovative)
   k. Second Home Off-Campus Courses in the Area (Innovative)
   l. Minority High School Math/Science Program (Innovative)
   m. Special Topics Offerings--Education, Psychology, Communications, Social Sciences (Innovative)

   In most instances, the summer educational activities listed here were perceived to serve a primary purpose of attracting enrollments and giving vent to the special interests of professors simultaneously. A secondary and by-product purpose was to test the viability of both content and methodological approaches to instruction that might enhance instruction in regularly offered courses and programs and that might be folded into the regular curriculum as either courses or units of instruction.

2. Delivery Systems

   a. Night Classes in Management Information/Computer Science (Innovative)
   b. Engineering Courses for 10 Rather Than 5 Week Terms (Innovative)
   c. Night Business Courses--Department of Economics (Innovative)
   d. Night Computer Science Courses--Department of Computer Science (Innovative)
   e. Home Study Summer Courses (Innovative)

3. Curriculum Improvement--Packaging and Delivery

   a. Language Immersion Program (Innovative)
   b. Personal Computer Immersion Program (Innovative)
   c. Immersion Programs in Biology, Physics, and Chemistry (Innovative)

Summary of Types of Creativity. Among the substantative types of summer educational programs and activities deemed to be creative were the following:

1--Unique and Experimental
3--Experimental
5--Unique
5--Innovative

Among creative programs involving marketing strategies and clientele accommodation through educational packaging and delivery alterations were one (1) program judged as unique and 21 judged as innovative. Of the 36 programs examined in 14 higher education institutions, 28% were found to be unique or

experimental, and 72% were classified as being innovative. Most, if not all, programs could be categorized as exemplary.

Factors Perceived as Associated with Presence of Creative Summer Programs.

The types of professionals in various institutions who possessed a working knowledge of summer term programmatic operation and specifically the summer programs and activities deemed to be creative were found to vary considerably among colleges and universities. At the outset of the study, it seemed logical that if interviews were conducted with persons to whom the summer session director reported, the director of summer sessions, the college dean and/or department chair of the institutional unit under whose cognizance a creative program or activity existed, and the involved individual faculty, a clear picture would emerge regarding not only the mode of decision making, but also the point at which ideas for creative endeavors had been generated and possibly conditions which fostered such activity. It soon became clear to the researcher after several site visits that such an idealistic expectation was impracticable, for not all persons in such a university hierarchy possess the kind of information on the basis of which worthwhile contribution to the study could be engendered. Heavy reliance was therefore placed upon the advice and judgment of each professional responsible for summer term operation to identify those types of individuals on a campus who would have knowledge of the programmatic operation and specifically the programs deemed to be creative.

Types of influences perceived most responsible for the presence of creative summer term programs and activities are presented in Table 1 for summer session administrators, for other institutional academic administrators, and for faculty.

Observing the information in Table 1, one can see that all three groups, namely summer session administrators, other academic administrators, and faculty agreed in their perceptions that the most important top three influences upon the presence of creative programs had been departmental/divisional faculty, individual faculty member initiative, and influence of the summer session administrator. Beyond the top three, there were differences in the relative importance ascribed to the various types of influences. High among the influences identified by all groups were general public concerns and general societal trends. The influences of current and potential students and of the central university administration were perceived to be of relatively high order in precipitating creative programs. Rank order coefficients of correlation were calculated for the first twelve types of influences listed in Table 1 to determine how strong the agreement was between the three groups in the order of ranking. A coefficient of correlation between perceptions of summer session directors and other academic administrators was 0.965 indicating a very high and dependable state of agreement. Between other academic administrators and faculty the correlation was 0.84, thus indicating a high or marked relationship. A correlation coefficient of 0.56 was found between the rank order of influences between summer session administrators and faculty, thus indicating a lower moderate, but substantial, relationship.

TABLE 1

INFLUENCES ATTRIBUTED TO THE PRESENCE OF CREATIVE SUMMER ACTIVITIES

Type of Influence	SS Director N=13[a]	Other Academic Administrators N=18	Faculty Involved N=15
Department/Division Faculty	1	1.5	2
Individual Faculty Member	2	1.5	1
Summer Session Director	3	3	3
General Public Concerns	6.5	5	4
General Societal Trends	4.5	5	5.5
Summer Grants to Faculty	6.5	8	20.5
Occupational Professional Groups	8.5	15.5	16
Central Administration	4.5	5	8
Potential Students	8.5	7	5.5
Current Students	11	10.5	8
Faculty Financial Incentives	17.5	22.5	8
High School Personnel	11	15.5	12.5
Other Public School Personnel	17.5	20	20.5
Incentive Budget System	11	10.5	16
External Agency Funding	17.5	20	20.5
Foundation Support	17.5	22.5	12.5
Risk Money Support	17.5	15.5	12.5
Instructional Unit Committee/Council	17.5	10.5	16
Learned or Professional Associations	17.5	15.5	12.5
Problems Cited by Media Analysts	13	15.5	10
Faculty Union	22.5	15.5	20.5
Church Groups	22.5	20	20.5
Environment of Flexibility for Creativity	17.5	10.5	20.5

[a] One institution had no summer session administrator. All planning was done in and by individual instructional units.

Other factors or influences attributed to the presence of a creative activity were mentioned once by a member of one of the three groups. Influences are listed below with the designations in parentheses of SS for summer session director, OA for other administrators, and F for faculty.

1. Summer Session Advisory Committee (SS)(OA)(F)
2. External Visiting Committee (SS)
3. Instructional Unit Advisory Committee (SS)
4. International Education Trade with Other Universities (SS)
5. Visitors from Other Universities (SS)(OA)
6. Freedom to Make Decisions (SS)(OA)
7. Doctoral Level Faculty Group (SS)
8. Special Themes Institutional Committee (SS)(OA)(F)
9. Dean of the Institution (OA)
10. Ability of Institutional Staff to Read Demand (OA)
11. Freedom To Risk and Fail As Well As To Succeed (OA)
12. Personal Professional Concern About What Is Going On (F)
13. Department Chair (F)

Most of these factors identified are institutionally specific and were found effective. Especially noteworthy were the Summer Session Advisory Committee and the Institutional Special Themes Committee in the institutions where they exist, and more will be said about them elsewhere.

Elaborations Upon Factors Related to Creativity

In certain institutions the interviews captured the flavor of conditions extant which were thought by persons interviewed to be related to the generation of creativity in summer offerings. Those are presented here.

Creativity in some of the instructional units at Institution A was stimulated by an incentive system budget which required the development of programs that would attract students and be self-supporting. Some others were externally funded.

In Institution B, the summer session is viewed by central administration as part of a year-round program, although it is organized separately. The central administrative support for freedom to innovate at will cited by the Director was corroborated by central administration when it was indicated that there was considerable freedom for the Director to operate as he deemed fit. Influence of the Director's work in international studies was viewed as an important factor in the creative language offerings. Freedom granted by the Summer Session Director for the department head to make decisions was viewed as an important influence. If an experimental program begun on risk money is successful for three consecutive years, it is incorporated into regular offerings.

The genesis of and impetus to the emphasis on summer session creative language offerings is probably related to and a hangover from Federally funded NDEA language institutes held a number of years ago. This influence coupled with personal initiative of the instructional unit head and faculty members and of the Summer Session Director were credited with the flourishing creative programs extant.

The environment for creativity in Institution C was described as having evolved over a period of years by teachers who were interested in and

felt free to confront problems in the profession and to experiment with different ways of addressing them in an empirical fashion. The director has had a free hand to recruit talented staff in all departments and divisions on campus to work in the laboratory experimental setting. Teachers have felt free to fail as well as to succeed, and full support of the Academic Vice President and Dean have helped create an environment for the development of ideas.

Two major problems in teaching were cited as those deterring good educational practice. The first was isolation; isolation of teachers in classrooms who don't talk or work with each other much less think with each other. The physical environment in this school has all teachers desks in one room and multi-level groupings of children require two or more teachers to cooperate and collaborate in teaming for instructional purposes. The second problem cited was group thinking which more often than not is self rationalization and justification. Efforts are made here to encourage independent thought and expression as well as to have opinions by persons from outside the staff which keeps the group from getting too comfortable and possibly complacent.

Due to the evolutionary process by which the environment developed in which creativity is fostered, it was not possible for persons interviewed to select from the researcher's pre-listed possible influences factors other than faculty. It seemed obvious that the influence of the Campus School Director had been a prime factor.

In Institution D, the atmosphere of freedom to succeed or fail, very supportive attitudes of a department chair, and personal interest of the faculty member in charge evolved as prime factors. The national movement embodying the concept of "wellness" and increased general public concerns and trends for preventive health activity were cited as basic factors. The Academic Vice President issued a written memorandum during the past year encouraging instructional units to consider developing creative summer programs of offerings by examining alternatives. However, the program examined was in place prior to that time.

In Institution E, the Academic Dean and Vice President had urged the faculty to suggest creative summer offerings, and a portion of the summer session budget is reserved as "risk money" for innovative activities. The Director of Extension and Continuing Education indicated this action had done more than anything else to bring the interest of central administration in creative programming to the faculty.

There seemed to be a high degree of initiative exerted in Institution F by faculty "stars" who indicated the administration helped stimulate the activities by not objecting. In one instance, a faculty member devotes considerable planning time during the year for the conduct of the creative summer activity, but is reimbursed on a pro-rata basis for the short period during which the activity is underway. Motivation seems intrinsic on the part of each because of the pleasure and recognition gained through the activity and genuine interest in students and others for whom the service is provided.

The Dean of Graduate Studies and Extended Learning in Institution G held a meeting of college deans and asked them to decide upon some themes for emphasis in two-week special theme courses. After the themes were decided upon, faculty were contacted by written memorandum by the person responsible for summer activities and urged to submit proposals. If a professor had a full load and the special theme two-week sessions were overload, the department received a sum of $700 to be used for books or other instructional

materials. If the two-week session was part of the load, the professor received $700 for the special theme sessions.

The initiative of individual faculty members in response to an opportunity announced and encouraged by the person responsible for summer session in response to general societal trends and public concerns and some, but small, financial incentive seemed to be the most influential factors at this institution. Most influential were the influence of the person responsible for summer session and the initiative of individual faculty members. Plans are underway for repeating some of the activities after a lapse of two or three years.

In Institution I, the offering of night classes was strongly advocated by the faculty union as a means to keep enrollments from dropping. This institution is one of 14 in the state system of public higher education in which faculty are unionized in each institution. Another incentive was provided by a statement issued by the union and central administration which, as part of the contract, provides to departments a bonus for developing creative courses and for risk taking. For the development of a creative course or activity which turns out to be successful, the department gets a bonus of 15% leeway to offer additional courses over and beyond the guaranteed number of courses called for in the contract for summer session.

In this institution, it appears that the leadership of the central administration and the Summer Session Director combined with individual and departmental faculty initiative are perceived to be the most important influences. Potential student demand is also viewed as an important influence. Innovative program planning to "try out" ideas is given a five year period for testing. If successful, the activity may be folded into the curriculum at that time.

Central administration support for freedom to try out ideas in a non-threatening climate was cited in each interview at Institution J as having created an environment in which various individuals and departments want to look for ideas to test during the summer period. The Summer Session Office is given full rein on developing and implementing summer session. In each instance, it appeared that initiative by an individual faculty member supported by the department colleagues and facilitation by the summer session director were prime factors associated with creative activity.

Among the influences at Institution K were initiative of individual faculty, departmental faculty support, the Summer Session Director, and an environment of flexibility free of bureaucratic approvals and as much freedom to try and not succeed as to succeed were the predominant factors cited. The availability of risk monies to provide financial support through grants of money to faculty seemed to make sincere the institutional commitment to summer experimentation with novel ideas. One instance was cited where a group of public school superintendents had contacted the university president expressing need for math/science/technical in-service activities for high school teachers. The President took an active personal interest, and four local industries contributed $5,000 each to fund appropriate instructional summer activities. Some special summer activities are outgrowths of on-going programs such as the instance were gifted school children from the surrounding area are brought to campus for three weeks as part of a program for improvement of teaching skills by college students as part of the graduate teacher education program.

The genesis of the special themes approach to creative summer offerings in Institution N was attributed to a former Provost and ACE Intern. They seem to have been successful in attracting both regular students and often citizens from the surrounding area. It appears that central and campus-wide administrative support coupled with financial incentive for faculty, and the Special Themes Institutional Committee activities for which the Summer Session director serves as Chair are the major perceived factors. General societal trends and public concerns as well as interests of students provide the base for faculty proposals of special themes courses.

Summary of Influences Associated With Creativity

The internal factors of departmental/divisional faculty support, individual faculty initiative often stimulated and encouraged by both financial incentive and/or central administrative encouragement, and leadership by the summer session administrator were prime influences perceived as most associated with creativity. External influences of general societal trends, general public concerns, needs and desires of current and potential students, and the suggestions of occupational and professional groups of which high school personnel are a part were perceived as being most associated with the development of creative summer educational activities. An institutional climate of flexibility and an atmosphere in which people feel secure in risking and failing as well as succeeding was found to prevail in a majority of institutions where there were creative programs, although respondents may not have specifically identified and named this influence as a factor.

Mode of Decision Making

The nature of the decision-making process regarding summer sessions was explored. The intent was to understand how programmatic decisions about a proposed creative activity would be made. This was done by inquiring how decisions were made about what courses to offer, when to close out classes for lack of enrollment, which faculty would be employed, objects for which the budget would be spent and requirements for admission of students to summer programs and activities.

In Institutions A and C primary responsibility for these types of decisions resides with the instructional unit officials, and the Summer Session Director coordinates the academic program which has been developed by departments, schools, and colleges.

In Institution B, decisions about what courses to offer are made entirely within academic units. Since no classes are closed out ever, there is no need for such a decision, and since there are no admissions requirements for summer session, there are no decisions needed on that matter. Instructional units make decisions about what faculty will be employed and the objects for which the allocated budget is to be spent. Decisions about the objects for which risk money is to be spent for special programs may be made by the Summer Session Director alone or in conjunction with an instructional unit head as the situation warrants. In effect, the summer session office both develops the academic program in cooperation with instructional units and coordinates the program which has been developed by them.

In Institution D, decisions about what courses to offer, when to close out classes, and what faculty will be employed are made by department heads. However, enrollment shortfalls are called to the attention by the Vice President. Summer session admissions requirements are the same as for other terms during the year. Allocations of budget are made by the Academic Vice President to the Deans of Colleges and to the School of Business. They in turn make allocations to departments and other schools and thus determine the objects for which the budget is to be spent. The institution retains for its general institutional budget all monies derived from tuition and/or student fees. In effect, the person serving as chief summer session administrator coordinates the academic program developed by colleges, schools, and departments.

All these decisions are shared in Institution E between the Director of Extension and Continuing Education, the Academic Dean and Vice President, and the faculty person involved. Faculty wishing to offer an instructional activity other than a regular 4 or 8-week class prepare a proposal detailing the plans, including admissions requirements and amount of credit to be granted, if any. These proposals are reviewed and recommended, if deemed to have merit by the Director of Extension. Ultimate approval is given by the Academic Dean and Vice President who determine if the activity is in keeping with institutional interests.

Decisions about what courses to offer in Institution F are made entirely within the colleges. When decisions are being made on what courses to offer, the summer session office provides to the academic units recent historical trend data. Instructional units determine what faculty will be employed and the objects for which the allocated budget is to be spent. Admission requirements, other than for regular degree resident classes, are included in the faculty proposal for an activity and approved in advance at the college level. The decision to close out a class is shared between the instructional unit and the Director of Summer Session. The director has no risk money as such, but has used some discretionary funds to encourage the development of promising new programs. This is a shared matter with the instructional unit faculty. In effect, except for an environmental science oriented creative activity, which is conducted by the Summer Session Director, the summer session office coordinates the academic program planned by the colleges.

Except for summer admissions requirements that are the same as for any other term, decisions in Institution G about what courses to offer, what faculty will be employed, objectives for which the budget is to be spent, and when to close out classes are shared between the department heads and the Dean of Graduate Studies and Extended Learning. No monies are allocated to the colleges or departments, just FTEs, and this is based on experience during the prior summer. Decisions made by the deans of colleges and the Dean of Graduate Studies and Extended Learning are reported to the Provost for his information.

In Institution H, provisions exist for special programs of study to be organized upon request in any college or department at any level of study to meet the needs of interested groups. Proposals are processed through curriculum committees at the department, college, and university levels. Since budgets are 12-month ones, there is no decision except at the department or college level as to how the budget will be spent. Decisions as to what courses to offer, when to close out classes, and what faculty will be employed are those at the instructional unit level, and on occasion if there is some

question the matter may be shared with the Vice President. Summer session admissions requirements are the same as for other terms.

Decisions about what courses to offer, when to close out classes, and what faculty will be employed are shared in Institution I among the Summer Sessions Director, department chairpersons, and Dean of Academic Services. Admissions requirements are the same year round. Objects for which the operating budget will be spent are determined by the Summer Session Director. The Summer Session Director develops the summer academic program in cooperation with the instructional unit heads. Lots of leeway is afforded the Summer Session Director in decision making.

The summer session office in Institution J functions to coordinate academic programs developed by instructional units and provides advertising assistance for regular and special project activities. The Associate Vice President for Academic Affairs and Director of Graduate Studies to whom the Summer Session Office reports depends on that office to keep a finger on the pulse of need for educational services in the region and to suggest new ideas for new programs which could be sponsored by departments. All arrangements are to be consumated by the summer session office. In this sense, the summer session office functions to develop academic programs in cooperation with instructional unit personnel.

Since only the approval of a dean is needed for the offering of special topics deemed to be responsive to need, there is considerable flexibility to try out new ideas. If a new instructional activity is found successful for four summer sessions, it is then considered as appropriate for continuing as a regular program activity.

Summer session admissions requirements are the same as during other terms in the year. Decisions about which courses to offer, when to close out classes, and what faculty will be employed are made by instructional unit deans and chairs. Decisions as to the objects for which the budget is to be spent are made by the Associate Vice President for Academic Affairs. Decisions about objects for which a small amount of risk money is available are made by the Director of Summer Session within the overall budget allocation.

Each fall the registrar of Institution K forwards to department chairs a sheet asking for a listing of instructional activities for the next summer session. These are sent by departments through the college deans to the Summer Session Director, who checks to see if the proposed offerings seem appropriate to the interests of the university. Questions are resolved in consultation with the appropriate chairs. This consultation process is used to determine what courses will be offered and what faculty will be employed. Admissions requirements are the same as for any other term. Decisions as to when to close out classes are made in conference with the concerned faculty, department chair, and students involved. Many factors are involved, and each case is decided on its merits; there is no hard and fast rule for minimum enrollment size. About 90% of the summer session contracts are guaranteed, and 10% are contingency contracts.

Decisions about the objects for which the budget will be spent is entirely in the hands of the Summer Session Director once the institutional allocation is made, and all profit margin monies derived are returned to the university. The budget contains $35,000 risk money, and departments are encouraged to submit creative ideas. Each department is encouraged to carry an experimental special topics variable credit number and roster for summer offerings. Risk money is used to provide development money, outside lecturers, and other activities deemed appropriate for encouraging innovation during summer sessions. Highly successful summer experimental instructional

activities are either converted into the regular course offerings or folded into the existing course structure as a unit of instruction. Considerable flexibility exists administratively, so new ideas can be introduced quickly. After informal discussion of an idea with the Summer Session Director, an instructor takes it to the department chair. With departmental approval it is implemented.

In effect, the Summer Session Director takes primary responsibility for the development of the summer session academic program. Goals of the summer session are to be an operational success, to provide educational services to students, to do as much experimental work as possible, and to keep the administrative work "clean." With creation of the advisory committee, an effort may be in the offing to seek a balance in mode of operation between the aggressive stance of taking primary responsibility to more involvement and cooperation of academic units in determining the academic programs.

Decisions about what summer courses will be offered at Institution L are shared with instructional unit officials, and those offered are with the advice and consent of the Summer Session Director. The decision about when to close out classes for lack of enrollment is largely that of the Summer Session Director who takes a number of factors into consideration, including enrollments in other classes. During summer session, nearly one-fifth of the students are non-affiliated. While admissions requirements remain the same for students who affiliate, non-affiliated graduate students working at other institutions are not required to process applications or to submit transcripts; they simply meet with the director of the program in which they wish to enroll. Undergraduate students just sign up for classes after presentation of a letter or other evidence the courses they wish will be acceptable to the institution where they are affiliated. Students working on undergraduate degree programs at the institution need approval of the office of Student Services to enroll during the summer session.

A determination of what faculty will be employed is that of the instructional unit, unless there has been a problem, in which case the matter is discussed between the Summer Session Director and instruction unit head. All faculty contracts are contingency, and the union has no jurisdiction over summer session. Faculty teaching graduate courses are paid at the same annual rate, but undergraduate faculty are paid by the credit hour up to a maximum rate of $2,210, the maximum salary rate which an assistant professor can earn. Decision about the objects for which the budget may be spent is solely in the hands of the Summer Session Director. The Director makes up the budget for each department and provides historical data.

The Summer Session office takes no lead in urging faculty to develop creative ideas, but the Director is willing to accept proposals from faculty for ideas to try out and is willing to risk a gamble on an idea. The creative program reviewed received this kind of up-front support prior to the obtaining of grant monies from external sources.

Administrative decisions are highly centralized for both financial and academic coordination purposes. The function of the Summer Session office includes both the development of programs in cooperation with academic units and the coordination of programs which have been developed by them. The trend has been for more centralization, but the line is carefully drawn between matters which are academic and those that are administrative.

At Institution M, the Summer Session Office develops the summer program in cooperation with academic departments. It does this by distributing listings of the previous year's offerings and suggesting additional courses, deletions, or consideration of new formats. Decisions as to what

faculty will be employed are solely those of the department chairs. Objects for which the summer session budget is to be spent and the amounts of dollars for each object are decisions of the Provost. A decision about when to close out classes is made independently by the Summer Session Director. Although department chairs may be consulted, the decision is not a shared one. Admissions requirements are the same as those during the other terms of the year, so no decisions are necessary with special reference to summer session. Visiting students are not required to either get permission from their home college or to process any special application. They must bring a copy of their most recent college transcript when registering and consult with advisors at the university about appropriate courses in which to enroll.

The "bread and butter" summer courses have fairly well stabilized. The Summer Session Office is expected to keep in touch with emerging student needs for service and to make recommendations to department chairs for meeting them through appropriate summer offerings.

Decisions about what courses to offer during summer at Institution N are made entirely within academic units, except for the special themes courses which are determined by a university-level Special Themes Committee. In submitting proposals, faculty indicate which of the two summer session periods and the week within the session they prefer to offer a course. In contrast to former years, departments are encouraged to consider summer offerings as a continuance of the other terms. Admissions requirements are the same year round. Monies for operation are allocated on a twelve-month basis to schools and departments, so the determination of what faculty are to be employed, what courses to offer during summer, when to close out classes, and the objects for which the budget is to be spent any time during the year, including summer, resides at the instructional unit level. When problems arise about faculty, or when to close out classes, the Dean of Extended Learning in his capacity of Summer Session coordinator may confer and share the decision with a department or school administrator.

The Provost or Vice President receives informational reports from the Dean of the School of Extended Learning on summer session activities and provides freedom for that person to function as deemed appropriate within very broad institutional guidelines. The summer instructional programs are not viewed by central administration as a program which is separately accounted for or needing to be self-sustaining any more than programs offered throughout the rest of the year. The Summer Session Office coordinates, with help from the Registrar's Office, the academic programs developed by instructional units.

Summary

Admissions requirements in twelve institutions, except for special summer programs and activities, were the same as during the year. One had no admissions requirements for summer offerings, and in another the instructional units (colleges) determined the summer admission requirements. In one-half the institutions the decision about what courses to offer was lodged with the instructional units. In one, that decision was made by the Summer Session Office personnel in conference with departments, and in another it was made by departments with advice and consent of the Summer Session Director. In another the decision was made by the Summer Session Director and Academic Dean and Vice President. In three the decision on course offerings was shared between the instructional units and the Summer Session Director. In another,

credit course offerings related to degree programs were determined by instructional units, while decisions about special themes courses to be offered were made by an institutional Special Themes Committee chaired by the Summer Session Director.

One institution never closes out a course offering, and in six institutions a decision about closing out an offering rested exclusively with the instructional unit. In two institutions the Summer Session Director made the decision, and in one the decision was made by the Summer Session Director and the Academic Dean and Vice President. In three the decision to close out an offering was shared between the Summer Session Director and the instructional unit, while in another the Summer Session Director made the decision in conference with the involved department chair, faculty member, and students enrolled.

In 71% (10 institutions), the determination of what faculty members would teach summer offerings was made by the instructional units. In three, the decision was made by the Summer Session Director in consultation with department chairpersons, and in one case the College Deans. In another institution, the decision was shared among the Summer Session Director, department chairpersons and the Dean of Academic Services.

In five institutions, decisions about the objects for which the summer session budget will be spent are solely the responsibility of the instructional units. In three this decision was made by the Summer Session Director. In one the Provost made this decision, and in another the Vice President for Academic Affairs made the decision, except for expenditure of risk money which was relegated to the Summer Session Director. In one the Summer Session director and Academic Dean and Vice President made the decision, and in two others the decision was shared among the Academic Vice President, deans, and department chairs. In one the decision was shared between an instructional unit and the Summer Session Director.

Not all institutions had special procedures for the offering of special programs. In two the Summer Session Director determined for what programs risk monies or discretionary funds would be used. In another, a creative program proposed by a faculty member had to be approved only by the dean of an instructional unit, and the risk money to fund it was determined by the Summer Session Director. In six institutions, faculty could submit proposals for creative summer activities, and in three, such proposals were actively solicited. In one institution, the Summer Session Office took no lead in solciting proposals for creative summer activities but was willing to accept them. Another summer session office took an aggressive stance in encouraging departments to submit creative ideas and to carry an experimental special topics course variable credit number in the catalogue. In another institution, a responsibility of the Summer Session Office personnel was to keep in tune with emerging needs for summer educational activities and to encourage appropriate departments to develop creative programs and activities.

In three institutions, the Summer Session Director developed the summer program in a highly centralized fashion, and in two of these there were liberal provisions of risk monies. In three, the Summer Session Director both coordinated and developed summer programs, and in two risk and discretionary monies were available.

In two, the function of the Summer Session Office was to share with instructional units the responsibility for the summer session. In six institutions, the Summer Session Director coordinated the programs and activities developed by instructional units. The mode of decision-making was found to range from a highly centralized system, where either the Summer Session

Director or institutional level officials made the decisions regarding summer session, to a highly decentralized system where all decisions were made at the instructional unit level and then coordinated administratively through the Summer Session Office.

Program Evaluation Structure

Formal systematic program evaluation in education had its genesis during the 1930s and 1940s at the elementary and secondary school levels, and by the 1960s was beginning to filter slowly upwards into the higher education level. Since the act of formal evaluation forces attention to goals and objectives and the extent to which the complex processes of higher education are effectively, efficiently, and economically administered, it seemed important to investigate the extent to which procedures existed regarding summer sessions, especially the creative programs found offered. The nature of the structure for evaluation within an institution, the purposes to be achieved, and the manner and ways results are utilized might be related to the atmosphere or climate which spawns or inhibits creativity in program planning, development, and implementation. An attempt was made to discover what evaluation structure existed for the summer session as a whole and for the creative programs in particular.

There was no formal institutional evaluation of summer sessions in 12 (86%) of the institutions beyond administrative cognizance maintained concerning trends in overall and course enrollments, costs, and program viability. In one institution, the Office of Institutional Research conducts a survey among students participating in each summer credit generating activity, regardless of its duration. In another, while there is no evaluation of individual activities, every several years an evaluation task force is created to do a comprehensive review of the summer instructional program.

Evaluation was viewed in one institution by the Summer Session Office staff as an academic rather than an administrative matter, so no formal institutional evaluation system existed. However, the creative experimental summer program activity, in part externally funded, had provisions for both formative and summative evaluations incorporated as an integral part of the project. In another institution, it was believed some of the instructional units might have their own evaluation system. One summer session director indicated an annual report of summer session activities was reviewed for informational purposes by the central administration. Formal systematic evaluations of instruction were made of the creative foreign language activities by administration of the Modern Language Association (MLA) tests. For the creative summer program in another institution, a researcher from another department is hired to independently monitor the program. The mission of the outside evaluator is to objectively determine and advise the staff how well they are doing and have done. In addition, since the program was in education, outside teacher opinions and perceptions of students are sought. In another institution, significant trend deviations in enrollment or FTE cost per credit hour are brought by the Academic Vice President to the attention of instructional unit administrators, and program gross evaluation is based on attraction programs have to students.

In one institution with no institutional level evaluation system for summer activities, it was found that all activities were regularly evaluated by the instructors by use of questionnaires completed by the participants. Results were available for events conducted each of several years previously.

Informal faculty evaluations of immersion type science courses offered in another institution reveal that students progress further into subject content than do students taking the same courses during a regular term schedule.

In one institution where all faculty are regularly evaluated during other terms in the year, no evaluations of their work are made during the summer, but all other visiting or adjunct instructors are evaluated by students at the end of a summer course or instructional activity. These evaluations are received by the Summer Session Director, passed on to the respective department chairs, and used to determine whether an individual would be invited to teach again in summer. In another institution where a language immersion creative program exists, the program director asks each student participant to evaluate each course at its conclusion by completing a questionnaire. A portfolio is kept of written testimonials voluntarily submitted by students and graduates.

In one institution where there is no administratively mandated requirement for evaluation, each of the creative programs is evaluated annually by a systematic gathering of participant and/or involved faculty opinions. These are gathered by the faculty responsible for the activity and used by them for making any appropriate modifications in future planning.

In one institution before any summer instructional activity can begin, including a creative activity, it has to be approved through department, school, and institutional curriculum committees. Once approved there is no institutional level evaluation program, but annually the Summer Session Director confers with department heads for an informal evaluation. One department had elicited informal feedback from students and keeps an updated record of graduate placement. Informal feedback had been obtained by the Foreign Language Department, and the few students who could be followed up were reported to do better in composition as a result of taking Latin. Another department had obtained verbal feedback from students about night classes and had used enrollment as one criterion for success. Another department made regular use of student completed questionnaires for evaluation purposes of its home study courses. It was in this institution that strong support had been articulated by the central administration for the development of creative summer programs.

Summary

In only two institutions did there seem to be a formal systematic institutional evaluation of the summer session programs and activities. One utilized data systematically gathered from students--an evaluative marketing approach and the other utilized a task force approach which might be the most comprehensive. Another employed an instructor evaluation approach across the board, including non-regular summer term instructors, on the assumption that evaluations of summer performance by regular faculty would not differ from other term evaluations. There was no evaluation structure for a few creative programs, but some semblance of evaluation existed for creative programs in most of the institutions. They ranged from informal feedback and observation to highly structured and systematic evaluation procedures, including the concerned faculty and students in the creative activity. In no instance was reference made to evaluation activities related either to the goals, purposes, or objectives of summer sessions or the institutional mission, goals, and objectives. In no instance did an evaluation structure exist which would seem to inhibit creative summer program development.

Financial Support of Summer Sessions

Summer session operational budgets were reported to range from $125,000 to $2,530,000. The range of dollars per credit hour was $18.59 to $110.00, and the range of dollars per person served, credit and non-credit, was $49.23 to $131.82. The average number of credit hours generated by summer session was 21,428, and the average number of persons served per institution was 5,762. For all fourteen institutions, the amount expended per credit hour was $50.69, and the amount expended per person served was $188.53. The average 1985 budget for summer session was $1,086,269.

In ten institutions monies to support summer session are derived from the institutional budget appropriated by a state legislature plus student tuition and fees. In one institution, the money comes from student tuition and fees and some contractual arrangements. In another, student tuition and fees go into a summer session fund over which the Summer Session Director has sole and autonomous control. In yet another, the summer session budget is allocated by the administration on an annual negotiated basis from the institutional budget, and all student tuition and fees collected for summer activities go into the general institutional fund. Two of the public institutions had some monies from contractual arrangements to support special programs. No public institutions were operating on a self-support basis, and one non-public institution had adopted an incentive budget system. If professors in some instructional units of that university wanted to work during summer, they had to propose creative type activities which would attract students. In six of the public institutions, the summer session monies were an integral part of the annual 12-month institutional budget.

Conclusions

Data collected for this study produced neither any surprises nor knowledge not already intuitively or cognitively apprehended by sage university administrators. Findings tend to reinforce some tenents of the theories of incentives, human behavior motivation, and organizational behavior. Among the institutions studied, factors perceived most closely related to the presence of creative summer term programs and activities were the internal factors of individual faculty initiative often stimulated by both financial incentive and/or central administrative encouragement, psychological support of instructional unit administrators and faculty, and leadership by the summer session administrator in an institutional atmosphere of flexibility and climate where freedom to risk and fail was just as safe as to risk and succeed. External factors or influences perceived as most closely associated with creative programs were general societal trends, general public concerns, felt needs and desires of current and potential students, and the suggestions of occupational and professional groups in the institution's service region.

There was no evidence produced by this study, possibly due to the limited number of institutions included, of association between the presence of creative summer term programs and activities and whether the mode of decision making was decentralized or highly centralized. The presence of these programs seemed unrelated to institutional characteristics such as enrollment size, urban or rural location, size of surrounding population, or either expenditures per credit hour or per person served.

It may have been coincidence that none of the institutions included in the study operated summer session on a self-support basis. Such a system is

where all programs and activities are expected to pay for themselves with differences, if any, between costs and income revenue divided among several organizational components of the institution as if the summer session was a business enterprise. In most institutions with creative programs, monies to support summer session were a part of the twelve-month institutional budget or allocated by the institution on a negotiated or some other basis. This matter raises yet unanswered questions relevant to the stimulation and encouragement of creativity in fields other than those for which student demand can be guaranteed.

No formal systematic institutional summer term evaluation systems were found which might have an inhibiting or constricting influence on creativity. Provisions for formal evaluation were spotty and ranged from no provisions to efforts made by individual faculty as an integral part of the instructional process to institution-wide evaluations of only creative activities for marketing purposes, the use of a periodic task force review of all summer term programs and activities and the evaluation of instructors involved. In general, more attention could be devoted to evaluation, especially of creative programs, without a restrictive impact resulting.

The summer term does not seem to be a time in which but few new programs are undergoing a process of experiential testing, except in approximately 10% of the programs deemed to be creative. Most programs and activities that deviate from the way things have been typically or traditionally done within institutions fall into the category of innovation. Most experimental programs seem to be spawned by and limited to those supported by funds from external sources rather than by usual university resources. Previous claims that one justification for the summer session is to provide opportunity for curricular or instructional experimentation were not borne out by this study.

APPENDIX A

DESCRIPTIONS OF INSTITUTIONS STUDIED

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Institution A

This institution, located on a 260 acre main campus tract, is an independent nonsectarian and nonprofit university with a 1985 fall head count credit enrollment of 13,398 students. The campus is situated in a city with a 1980 population of 43,241 as part of a Standard Metropolitan Statistical Area (SMSA) with a population of 1,625,781. During the next previous decade, the city had a population increase of 1.8%, and there was a 28.2% increase in the SMSA. Population median age in the city was 36.1 years. Of the total city population, 4.1% was Black, and 29.6% was Spanish.

The institution was chartered in 1925 by citizens of a developing urban cosmopolitan area in the southern part of the USA who believed an institution of higher learning was a major need for the development of a relatively new community. The university offers courses of studies in the languages, literature, society, economics, politics, and ecology of the Caribbean and Central and South America. It maintains teaching and field stations in several tropical or subtropical areas of the United States and the Bahamas as well as research and advanced studies in cooperation with universities in several Latin American Countries. Among the 14 colleges and schools are a School of Medicine, School of Law, and School of Marine and Atmospheric Science. Today the institution is guided by its mission statement developed six decades ago by its founders. The mission is:

> To give to its undergraduate students a broad basic education, using the most advanced and effective methods of instruction, and to its graduate and professional students curricula that open new frontiers and yet are broad enough in scope to offer a sound basis for the advancement of learning. The university is particularly interested in interdisciplinary programs which use new points of view and new techniques in the solution of new as well as age-old problems.
>
> In subject, the institution places emphasis upon what is appropriate to its location and its relative youth, as exemplified by the biological and environmental sciences and international studies with reference especially to the Hispanic areas, and upon programs of potential service to the metropolitan area around it insofar as this is appropriate to an independent institution.

Except for contracts with external agencies such as the County School System and Federal government agencies, the institution, which has no endowment, is tuition driven.

Institution B

This institution, located on a 28 block verdent, tranquil, park-like site in an urban downtown business area, is a public university with a 1985 head count credit enrollment of 14,768 students. The city had a 1980 population of 366,383 and was part of a Standard Metropolitan Statistical Area (SMSA) which had a popualtion of 1,242,594 that had experienced a 23.1% increase during the next previous decade. City population had decreased 4.2% during that time. City population median age was 31.2 years. Of the total city population, 7.6% were Black, and 2.1% were Spanish.

The institution had its beginnings in 1918 as an evening extension class center, but day classes began after World War II with more than 1,400 students enrolled when second term registration was over. The present site was acquired in 1952, and in 1955 the institution became an independent, four year, degree granting institution. Graduate programs began in 1961, and doctoral programs were added in 1968. The institution today is part of the state public system of higher education. The university offers a solid base of liberal and professional arts and sciences and encourages innovative curricula both on the undergraduate and graduate levels through its degree, certificate, and preprofessional programs. New programs are initiated to meet educational needs as they are recognized. Besides Bachelor of Arts and Bachelor of Science degrees in a wide variety of fields, specialist certificate programs, preprofessional programs, and secondary education programs provide diverse opportunities. Certificates may be earned in Black Studies, Central European Studies, Dance, International Business Studies, Latin American Studies, Middle East Studies, Urban Studies, Women's Studies, Gerontology, and Teaching English as a Second Language. A minor program exists in athletic training. Master's degrees are offered in a number of disciplines, and doctoral degrees are offered in engineering, education, and three interdisciplinary fields in which approximately a dozen departments participate. Among the eight major academic units are professional schools of Engineering and Applied Science, Social Work, and Urban and Public Affairs.

The mission is to assist students at the undergraduate level to achieve the understanding and knowledge necessary to participate fully in the social, political, and cultural activities of the community. Graduate education is designed to enable students to make valuable contributions to society through the use of new knowledge and enhanced awareness of its concerns. Through Summer Session the University aims to provide a broad range of opportunities by maintaining a full schedule of day and evening campus classes and specialized offerings at off-campus locations. Flexibility of scheduling is offered students wishing to accelerate their

programs, for teachers and administrators pursuing advanced study, for professionals desiring to advance their careers, and for individuals wanting to further their cultural and intellectual development.

Except for some contracts with external agencies, the institution is supported by legislative appropriation and student tuition and fees.

Institution C

This institution, located near the downtown area in a city of approximately 33,000, is a state public, coeducational, comprehensive institution. The institution had a fall 1985 headcount enrollment of 3,120 students. The city had a resident population in 1980 of .7% Black and .6% Spanish. The population median age is 27.5 years, and during the last decade the population of the city increased 1.7%. The city is not part of a Standard Metropolitan Statistical area, but serves as the regional economic center of activity in a sparsely populated surrounding rural farm area. A major Military Air Base is situated 12 miles from the city.

The institution was chartered by the State Legislature in 1913 as a two-year normal school. Beginning in 1924 the institution began offering the Bachelor of Arts in Education and Bachelor of Arts degrees. In 1964, the institution expanded its program upward and was authorized to offer the Master of Science in Speech and Hearing degree. The College has four schools including Arts and Sciences, Business, Education and Human Services, and Nursing and Health Management Sciences in which are organized 5 divisions and 8 departments. Associate degrees are available in accounting, criminal justice, developmental disabilities, engineering, information processing, mid-management, and secretarial studies. Bachelors degrees are offered with majors in 35 fields with minors in 13 fields. Master's degrees are offered with majors in 7 fields, including elementary education, teaching of mathematics, and special education. At least the first two years is provided in 12 health related fields, law, social work, theology, and mortuary science.

The institution is committed to intellectual discovery; to the acquisition, development, preservation, and dispersion of knowledge, and to the augmentation of cognitive, affective, and psychomotor domains of its students through accessible, dynamic programs based upon a strong liberal arts foundation. Resources of the College are designed to contribute to the life and work of the people of the encompassing region. The basic purpose of the institution is the provision of an academic education. It seeks to stimulate intellectual curiosity in the larger society, develop a striving for excellence throughout life, to enable the perception of roles and responsibilities for societal contributions, and to develop skills necessary for

successful living. Such goals are accomplished by introducing methods and disciplines of inquiry, broadening perspectives in humanity and culture, providing an understanding of human heritage, developing higher levels of cognitive abilities, refining skills in communication, promoting effective interpersonal relationships, and offering programs of career development.

Except for student tuition and fees, some contracts with external agencies such as the State Office of Education, the institution is supported by legislative appropriation and student tuition fees.

Institution D

This institution, located on a 720 acre main campus tract, is a state supported public university with a 1985 fall head count enrollment of 11,514 undergraduate and graduate students. The campus is situated at the edge of a city that had a 1980 population of 36,322 as part of a Standard Metropolitan Statistical Area (SMSA) with a population of 137,961. The SMSA had experienced a 3.8% increase during the next previous decade, and city population had increased by 22.7%. Population median age in the city was 24.5 years. Of the total city population, .9% were Black and .6 were Spanish.

The institution was established as a State Normal School in 1876 by the state General Assembly. In 1961 the institution became a State College, and in 1967 it was conferred the status of University. The institution currently offers four conventional bachelor's degrees and one non-traditional external bachelors degree, Bachelor of Liberal Studies, in cooperation with the major state university. Also offered are four master's degrees, two six-year specialist degrees, and doctor's degrees in Education and Industrial Technology.

There are four instructional colleges, the Graduate College, and three schools--Business, Music, and Health, Physical Education and Recreation, and 30 instructional departments. The institution and its programs are well accredited. Its mission includes providing "..leadership in the development of programs for the pre-service and in-service preparation of teachers and other educational personnel for schools, colleges, and universities." The university also "...conducts research and extension programs to strengthen the educational, social, cultural, and economic development of (the state) and the larger community." The mission is further elaborated in the following manner:

> It is imperative that the quality of the university's instruction be maintained and enhanced through increasingly strong emphasis on: 1) general or liberal education as the most essential ingredient for the undergraduate student, 2) the central

> importance and complementary relationship of teaching and research, 3) enrichment of instruction through entensive clinical, laboratory and field experiences, and independent study, and 4) development of the life of the University community itself as an effective educational force. In order to serve students of all ages and to be responsive to their needs and preferences and to the needs of society, it is imperative that the University offer a variety of programs in such areas as liberal arts, arts, business, social work, and technology. It will offer no programs in agriculture, architecture, dentistry, engineering, forestry, hospital administration, law, pharmacy, medicine, or veterinary medicine. In the area of teacher preparation the University must remain at the forefront of developments in the field of education and be prepared to offer instruction in new areas required by society. Further (the University) should be more than merely responsive to changing needs and interests of its students and society. It must provide leadership in education innovations, programs, and research.

Except for some monies derived from the Department of Public Instruction, the institution is funded by appropriations from the General Assembly and student tuition and/or fees.

Institution E

Institution E, located on a compact campus site along the edge of a Midwestern city, is a comprehensive, multi-purpose public state college with a 1985 fall headcount credit enrollment of 2,716 students. The main campus is situated in a rural agricultural based city with a 1980 population of 25,956 that had experienced a 2% decrease during the next previous decade. A 15 acre sports complex had been recently developed 5 miles from the campus and out of the city. Population median age in the city was 27.7 years. Of the total city population, .1% were Black, and .4% were Spanish.

The institution was established in 1901 by the Legislature to serve a regional section of a sparsely populated state, primarily for the education of teachers. While this purpose remains an important aspect of its mission, most of today's educational activity revolves around a core of liberal arts and sciences complemented by programs in business, education, and fine arts. Although many students are attracted from the region, the institution enrolls large numbers of students from elsewhere within the state and portions of two adjacent states. Programs of study can culminate in the Associate of Arts in General Studies or an Associate of Science degree in four pre-professional fields (Architecture, Engineering, Journalism,

and Mortuary Science) and 6 other career fields (business, commercial art, criminal justice, industrial technology, social services, and office administration: secretarial or word processing). Bachelor's degree students can major in any of 33 different fields and minor in 42 different fields. Degrees granted are the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Music Education. Some majors are offered in more than one of the degrees. A Master of Science in Education degree is offered in four fields including elementary and secondary school administration, elementary classroom teaching, and guidance and counseling. A Master of Arts in Teaching degree is granted in 9 fields of academic specialization.

Objectives of the institution are to provide pre-professional programs (two and four year), two-year programs in specialized areas, undergraduate programs in the arts and sciences, professional programs in business, and both undergraduate and graduate programs for the preparation of teachers, guidance counselors, and school principals. In addition, it is an objective to provide programs appropriate to the continuing education needs of people in the region.

Except for student tuition and fees and money from a few externally funded projects, the institution is supported by legislative appropriation based on an FTE driven formula and student tuition and fees.

Institution F

This institution located on a 735 acre campus is a land grant state university with a 1985 fall head count enrollment of 10,200 undergraduate and graduate students. The campus is situated on the edge of a city that had a 1980 population of 24,410 in a county with a total population of 29,062 that had increased by 10% during the 1970s decade. City population had increased by 5.5% during the same period. Population median ages in the county and in the city were 24.4 and 23.9 years, respectively. Of the total city population, 1.2% were Black and 6.5% were Spanish; whereas, in the county, 1.0% were Black and 6.4% Spanish. Of 10,639 households in the county, 8,943 (84%) were in the city. Although city population had increased only 5.5% overall, the number of households had increased by 29.3%. Households in the county had increased by 33% during the previous decade. Within the city there were 2.42 persons on the average per household.

The institution was established by legislative act in 1886 and remains the only four-year institution of higher learning in a sparsely populated large state geographically. Nine courses of instruction are offered in seven colleges plus the Graduate School and Armed Forces Sciences Division. Outreach educational services are provided through a School of Extended Studies and Public Service.

The object of the university is to provide an efficient means of imparting to young adults, without regard to color,

on equal terms, a liberal education together with a thorough knowledge of the various branches connected with the scientific, industrial, and professional pursuits. To accomplish this mission purposes to be achieved are as follows:

1. To serve the people of the state by offering, through appropriate means and methods, excellent undergraduate, graduate, and continuing education opportunities in the liberal arts and selected professional disciplines;

2. To promote an environment for students in which educational, professional, cultural, social, athletic, and other activities may be experienced in a manner that benefits students as individuals and as citizens and to maintain such services as may assist students in achieving the maximum benefit from their participation in the University community;

3. To contribute to the expansion of knowledge through the development and maintenance of quality programs in basic and applied research, scholarship, and creative activity in selected, relevant areas which are of concern to the State, the region, and the nation, and which relate to the University's instructional programs; and

4. To turn that knowledge to the solution of societal problems by bringing to bear the special capabilities, resources, and expertise resident within the University; and to enrich the quality of life for the people of the State by engaging in service and extension activities.

In addition to the instructional programs referred to above, 10 intercollegiate sports are offered for men, and 7 are offered for women. There is on campus under supervision of the university an autonomous institution known as the School of Religion from which the University will accept a maximum of six semester hours of transfer credit. The purposes of the School are to provide opportunity for the study of religion at the academic level of the University and to integrate the teaching of religion with other academic disciplines.

Masters degrees are granted in 75 fields and the doctorate in 33. Bachelor's degrees may be earned in 121 different fields.

Institution G

This institution, located on a site of slightly over 200 acres, is a midwestern state supported public,

coeducational, comprehensive university with a 1985 fall head count credit enrollment of 9,058 students. The campus is situated on high ground at the edge of and overlooking a city with a 1980 population of 34,361 in a county having a total population of 58,837 residents. Over one-half the county residents (58.5%) lived in the city. In the city 5.9% of the population was Black, and .5% were Spanish compared to 3.8% Black and .5% Spanish for the county. The area is not part of a Standard Metropolitan Statistical Area. Population increased 19.2% between 1970 and 1980 in the county, but population in the city increased 9.8%. Median age in the city was 27.2, and in the county it was 28.6. The city serves as the economic center of its region approximately 110 miles from a large metropolitan trade center. From its early beginning the city has prospered as one of the riverboat towns along the Mississippi River. The University is the only senior institution in its region of the state.

The institution was established in 1873 as a normal school which in 1919 was converted by the Legislature into a Teachers' College. The institution became a State College in 1946, and in 1972 by action of the legislature it became a State University in name to reflect its changing curricula and mission. The arts and sciences have consistently provided a foundation for the preparation of teachers and serve the same function for other professional programs which have been developed over the last one-half century as programs were diversified. As a multi-purpose institution the University offers programs leading to a certificate and degrees at the associate, baccalaureate, master's and specialist levels. A specialist degree is offered in Educational Administration. Educationally-related services are provided to individuals, agencies, businesses, industries, and schools throughout the region through outreach programs that address needs in the primary service area of 25 counties. Espoused purposes are to:

1. Encourage the development of an intellectual orientation by offering a core undergraduate program that stimulates students to think effectively and to synthesize knowledge; to develop the capacity for written, oral, and mathematical communication; to make second judgments; and to appreciate critically their own culture and behavior, as well as the cultures and behaviors of others.

2. Assist students in identifying and achieving appropriate goals, in developing a sense of self-esteem and confidence, in increasing their desire for self-directed learning, and in expressing themselves as thoughtful citizens.

3. Offer an undergraduate program that extends academic abilities by providing students with preparation through the baccalaureate degree, with preparation for acceptance into professional schools; and, with academic degrees amenable to work situations, advanced education, and life-long learning.

4. Provide multi-faceted graduate education to extend academic competencies and subject matter knowledge, and to develop new skills to meet student academic needs.

5. Provide outreach courses and activities for individuals and groups in the region desiring to update their knowledge and skills, and to statisfy their need for life-long learning.

6. Contribute to the general advancement of knowledge by stimulating research, scholarly activity, and creative endeavor consistent with university purposes and mission.

7. Exercise leadership in the region by providing services, by offering expertise of faculty and staff, and by encouraging student participation in addressing the diverse needs of the region.

To accomplish the purposes, not only does the university seek to attract and retain competent personnel committed to such purposes but also to create and nurture a sense of community which fosters mutual trust and respect among students, faculty, staff and administration that provides open and amicable expression of differences. It seeks to foster an informal interaction among members of those groups mentioned and to facilitate involvement in intellectual and cultural activities. Achievement of excellence by members of all constituencies is encouraged, and necessary resources for doing so are sought. The university seeks to maintain and encourage an administrative cadre which sees its primary leadership responsibility as creating and fostering a climate for the realization of the purposes.

The institution has five academic Colleges with 32 departments and a School of Graduate Studies and Extended Learning. Four-year instructional programs are offered in 60 fields with majors in 95 areas, two-year associate degrees in 3 fields, two-year certificate programs in 5 fields, one-year certificate programs in 4 fields, and pre-professional programs are offered in 8 fields. The Master of Arts Degree is offered in 10 fields. The Master of Science in Administration has three options; the Master of Natural Science has four options; and, there are a Master of Business and Master of Music Education degrees. Besides the

President, the central administrative offices include a Provost and Vice-Presidents for administrative services, for student services, and an Executive Vice-President.

Except for student tuition and fees the institution is supported by legislature appropriation. A University Foundation was created in 1983 with responsibility for procuring and managing non-public resources to further the educational purposes of the University.

Institution H

This state public, coeducational, comprehensive university is located at the edge of a city on a campus of 800 acres of gently rolling slopes. The fall 1985 head count enrollment was 8,446 students. In 1980 the city had a population of 31,530 of which 8.6% were Black and .6% were Spanish, and of the county population of 63,239, 4.5% were Black and .7% Spanish. About 49.8% of the county population is in the city. Median age in both city and county was 27.2. Between 1970 and 1980 population in the city increased 16.6%, but it increased in the county by 21.5%. The area is not part of a Standard Metropolitan Statistical Area, but it serves as the economic center of a region 150 miles from the closest metropolitan center.

The University began operation as a vocational high school in 1910 as one of four state agricultural schools established by the legislature. In 1918, the school became a Junior College, but in 1925 the legislature converted the institution to a State Agricultural and Mechanical College; it is not a land grant institution. By 1930 senior college work was initiated, and first bachelor's degrees were granted in 1931. In 1933, the institution became a State College, and in 1967 it became a State University. A two-year college branch was established in 1955 approximately 110 miles away from the home campus. The University is a multi-purpose institution dedicated to development of the individual, general advancement of knowledge, service to the community, and preservation of the cultural heritage of the people residing in the service area. Its purposes are to foster the spirit of inquiry and investigation so people may better understand the nature of the universe and their relation to it and to provide opportunities for youth to develop their inherent capacities and talents. Through a program of general education, the university seeks to develop in students an understanding and respect of culturally different persons and an individual's personality, character, attitudes, and leadership. The institution seeks to provide a meaningful and well-coordinated college experience for students who drop out of school after one or two years. Intramural and recreational activities as well as honorary, social, departmental, and religious organizations and other out-of-class activities are perceived as making a contribution to the development of the individual.

A variety of academic areas of specialization are offered to include associate degrees in six fields, bachelor's degrees in twelve fields with majors in 70 areas and minors in 39 areas, master's degrees in nine fields with majors in 40 areas of emphasis, and specialist degrees in three fields (Counseling, Community College Teaching, and Educational Administration). Pre-professional programs are offered in eight fields including law, medicine, and dentistry. For students wishing to prepare for employment after one or two years and not interested in an associate or bachelor's degree, Certificates of Proficiency are awarded in secretarial science and business information systems. Special service programs are also offered for in-service education of teachers and others interested in college credit in addition to that which may be earned during the regular semesters. There are eight colleges with 24 departments, the graduate school, and an independent department of Military Science. One of the colleges, the University College, offers studies leading to the Associate and Bachelor's degrees in General Studies.

The institution is supported by legislative appropriation and student tuition and fees.

Central administrative officers besides the President consist of Vice-Presidents of Finance, Student Affairs, and Academic Affairs.

Institution I

Institution I is located on a 175 acre campus in a residential district surrounded by rolling forested hills and away from but easily accessible to the city centers of two twin cities with a combined population of approximately 13,100. The cities serve as the hub for numerous year-round recreational resorts. The institution is a state public coeducational, comprehensive university which had a fall 1985 head count enrollment of 3,853 students. The city in which the university is located had a 1980 population of about 8,000 of which 2.7% were Black and 1.0% Spanish. The area is part of a Standard Metropolitan Statistical Area which had a total population in 1980 of 640,396. While the city population increased 1.8% during the 1970s, the population in the SMSA increased by 3.0%. The median age of the city population was 24.8 years in 1980. The campus is approximately 75 miles from New York City, 85 miles from Philadelphia, and 40 miles from each of two other well populated areas. Students and faculty have access to the cultural and economic opportunities afforded them in metropolitan areas.

The institution began in the late 1800s as a state normal school which was converted successively into a State Teachers College, a State College, and a State University. During the past two decades the institution established itself as a comprehensive liberal arts college with teacher education as one of its several goals. Its avowed mission

is to prepare citizens of the region for successful competition with graduates of colleges and universities throughout the United States in meeting national and local leadership needs and in finding personal life satisfaction through widened horizons of understanding and service. Goals are to help undergraduate students meet the standards of a good liberal arts college education, to provide graduate-level educational and research programs, and to provide intellectual and cultural stimulation to the community through continuing education services, experiential learning credit, and special public service programs. Within this framework the University provides an atmosphere and environment which fosters the development of each person into a responsible member of society by improving the ability to communicate, to analyze problems, and to acquire academic skills that fulfill personal needs. Specific objectives for all students are the general objectives of:

1. Becoming acquainted with concepts and modes of inquiry of significant domains of knowledge,
2. Developing a broad understanding of humans, their environment, and their culture.
3. Developing an appreciation as to the contribution of learning and ability to apply intellectual inquisitiveness to self and society, and
4. Developing the acceptance of responsibility for one's own actions and behavior in a complex, everchanging world.

Academic programs have common objectives to develop:

5. Understanding of the subject matter in an area of specialization.
6. The abilities necessary for independent study and research in the related field,
7. An understanding of the relationship of a special area of subject matter to the whole realm of knowledge, and
8. An integrated concept of knowledge and principles of the field of specialization into a cohesive theoretical and practical framework.

The Bachelor of Arts degree with major specialization in a single department or interdepartmental areas, such as Criminal Justice Administration and Earth and Space Science, and Environmental Studies, is granted by the School of Arts and Sciences faculties of Science, of Arts and Letters, and of Social Sciences. A Bachelor of Science degree is offered by the School of Professional Studies Faculty of Education leading to teacher certification in special education and grades pre-school through high school. Also offered are degrees in Media, Communications and Technology, and Rehabilitative Services. The faculty of Hospitality and

Leisure Management offers degrees in Recreation and Leisure Services Management and in Hospitality Management. The School of Health Sciences and Physical Education provides work leading to a B.S. degree in Health and Physical Education which may or may not lead to teacher certification and certification programs in Health, Dental Hygiene, Safety Education, School Nursing, and Speech Correction. The School of Arts and Sciences offers the B.S. degree in Management and special fields within Biology, Chemistry, Computer Science, Physics, and Psychology. Bachelor's degrees are offered in about 52 fields of specialization. Masters degrees are provided in Arts, Science, and Education.

Cooperative professional programs are offered with other state institutions in Clinical Chemistry, Engineering, Pharmacy, Podiatry, and Osteopathic Medicine.

The Institution, which has no endowment, is funded by state legislature appropriation plus student tuition and fees. The Department of Computer Science has been eminently successful in attracting funding from private external industrial sources for research activities, but generally there is limited reliance in the institution on monies from external sources. A relatively new Development effort has been focused in an office for that purpose.

Institution J

This university, located on a 208 acre campus site, is a coeducational, comprehensive state university with a 1985 head count fall enrollment of 7,392 students. The campus is situated on high ground at the edge of a city that had a 1980 population of 4,938 residents within a Standard Metropolitan Statistical Area (SMSA) containing 259,603 residents. Between 1970 and 1980 city population decreased 18.5%, while the SMSA increased by 17.1%. Median age in the city was 21.7. Median age in the SMSA was 23.8. Of the city population, 11.9% was Black, and 4.7% were Spanish.

In 1828 the institution began as a school for the teaching of the classics, but in 1833, it became an academy. Later in the century, 1885, the institution was converted to a State Normal School to serve a rural mountanious region of the state. Over one-half a century later in 1942 the normal school was converted to a State Teachers College and authorized to grant the bachelor's degree. Five years later graduate courses leading to a master's degree were introduced. The next year the institution by state legislative action was joined as part of a State University system along with 28 other institutions of Higher Education. In 1951 an art education degree was added to the programs offered, and in 1959 the name was officially changed to College of Education. The next year authorization was granted for a liberal arts program leading to a Bachelor of Arts degree. Since 1961, the institution has been known as a State University of Arts and Science with the place of

location part of the name. The campus is situated about 75 miles from one of the nation's largest metropolitan areas from which come over one-half of its first-time undergraduate students. Nearly one-fifth of the newly enrolled undergraduate students are two-year college transfers, and of the first time college enrollments, about the same proportion are from a seven county region outside the metropolitan area.

The institution emphasizes a curriculum that compliments a mastery of major programs which lead to professions, careers, and other specific goals. Beyond the application of specialized knowledge the institution seeks to provide an enduring foundation of basic general knowledge, an awareness of how more advanced knowledge is acquired and integrated, and an enhancement of a student's ability to analyze, evaluate, and communicate knowledge to others. An aim is to encourage students to develop an appreciation of the value of learning for its own sake and to pursue the broader goals of mature self-understanding and comprehension of the world.

Courses of study are offered by the Faculties in education, fine and performing arts, and the liberal arts and sciences leading to Bachelor's of Arts, of Science, and of Fine Arts. Professional programs are available in business administration, nursing, and electrical and computer engineering. Preprofessional programs are offered in law, medicine, and dentistry. Although graduate courses are offered by a number of departments, seven master's degrees are granted. Majors are available in 34 fields at the bachelor's level.

The institution is funded by allocations of state funds and student tuition and fees.

Institution K

This institution, located on a 200 acre main campus accessible to a 500 acre athletic complex, is an independent, nondenominational, coeducational university with a 1985 head count enrollment of 6,466 students. The campus is situated on the side of a mountain at the edge of and overlooking a city with a 1980 total population of 70,419 as part of a Standard Metropolitan Statistical Area of 635,481 persons. During the 1970s the population grew in the SMSA by 7.0%, but in the city the population declined by -3.1%. Of the city population, 2.2% were Black, and 8.6% were Spanish. Median age for the city population was 32.7 years.

The institution was founded in 1865 as a predominately technical four-year school to which only male students were admitted until 1916 when women were admitted to graduate programs and 1971 when doors were opened to undergraduate women. In 1985 slightly more than 30% of the students were female. The school was founded through an endowment by an industrialist for the intellectual and moral improvement of

young men inhabiting the region. A principle on which the university was founded was to combine scientific and classical education for practical service, an ideal expressed by the educator John Amos Comenius. Another principle on which the University was founded was to keep the enrollment size proportionate to the abilities of the faculty to teach well. A third principle was that the institution was to be nondenominational with admission based on merit as demonstrated by competitive examinations. The institution was tuition free from 1871 to 1891 when a national financial crisis decimated the value of stock which had been its principal source of income. The principle of keeping tuition as low as possible is in effect in 1985, and tuition covers only part of the cost. There are approximately 100 academic, residential, and research buildings used by the university community. The university owns a four acre Marine Laboratory site adjoining an Atlantic Ocean coastal salt marsh.

Major instructional units are a College of Business and Economics, College of Engineering and Physical Sciences, College of Arts and Science, College of Education, and Graduate School. The College of Education offers no undergraduate courses as do the other three colleges. There are 12 research centers, each of which is interdisciplinary and complements scholarly activities of academic departments. Centers frequently relate to the broad based research needs of government, industry, and the social community. Examples are: Biotechnology Research Center, Center for Health Sciences, Center for Innovation Management Studies, Energy Research Center, and Center for Surface and Coatings Research. A number of institutes have been developed to provide greater research and academic opportunities for students and faculty which are more clearly focused than those carried out in the Centers. Examples are: Institute for Robotics, Institute for the Study of the High-Rise Habitat, and Institute for Metal Forming. In addition to the Centers and 8 institutes there are four academic centers such as a Small Business Development Center and a center for Economic Development.

To accomplish its mission of providing a liberal education for a useful life, the university seeks to instill general life skills necessary to successful functioning in any career. These skills are good oral and written communication skills, analytical and problem-solivng abilities, interpersonal skills, and the ability to integrate humanistic, social, and cultural values with technological utility. Students are expected to take responsibility for their education, to seek out opportunities, and to use them.

Graduate degrees through the masters and/or doctor's levels are offered in 31 fields and in 11 interdisciplinary areas. Undergraduate major programs are offered in 62 subject areas. Besides student tuition and fees which are kept well below costs, the institution is financed by

generous support from individuals, foundations, industry, and government. The institution ranks second in the nation for percentages of alumni who make contributions for its support. Institutional support in part continues to come from an endowment fund.

Institution L

This University, located on five campuses situated throughout the city and connected by a free campus-wide bus system in a city of 41,442 population is a public land grant institution. The fall 1985 fall head count credit enrollment was 33,524 students. The city is part of a Standard Metropolitan Statistical Area of 595,893 persons which had a population increase during the 1970s of 2.1%. Of the city population 28.5% were Black and 11.8% were Spanish. The city population decreased by 1.1%, while the SMSA population increased by 2.1%. The median age was 23.6 years.

The institution was chartered by King George III of Great Britian in 1766 as the eighth of the colonial colleges and began operation in 1771. In the early years the College offered a classical liberal arts curriculum. Religion played a major role and all forms of recreation were forbidden on Sunday. In 1864 the College became the land-grant college of its state and established a Scientific School with departments of agriculture, engineering, and chemistry. In 1880 an Agriculture Experiment Station was established, and in 1892 a College of Pharmacy was created. In 1914 a College of Engineering began; a College for women was established in 1918; a College of Agriculture began in 1921; and in 1924, the year the College assumed university status, a School of Education was founded. Legislative acts of 1945 and 1956 designated all institutional divisions as the State University. In 1986, the University is composed of eight degree-granting Undergraduate Colleges on five campuses of which four are liberal arts colleges, and four are professional schools. One undergraduate college is primarily an evening college for adult students. There are also five schools, including a Graduate School of Education. In addition to the eight Undergraduate Colleges, two large faculty units serve undergraduate students in all the colleges, namely, the Faculty of Arts and Sciences and the Faculty of Professional Studies. The former encomposses over a thousand faculty members and offers about 40 major programs, while the latter includes the schools of administrative sciences, applied health sciences, and urban and regional policy as well as additional professional programs. Campuses also exist in two cities other than the one which serves as the main campus location, but data provided in this report are only from the main campus (consisting of five geographically separate campuses in one city).

The university is composed of 24 degree-granting divisions of which 12 are undergraduate colleges; 11 are graduate schools; and one offers both undergraduate and graduate degrees. Thirteen of the degree-granting divisions are located in the home city. The breadth of curriculums is suggested by the offering of 87 different academic majors with numerous options within some fields, 33 minor programs of study, 8 interdisciplinary minors and 18 certificate programs. Certificates are awarded in such fields as Cartography, Coaching, Foreign Language, International Agriculture Environment, Urban Planning, and Management of Leisure Services for Youth to name a few. Certificates are only awarded in conjunction with or after receipt of a baccalaureate degree in a major field. Several dual major degrees are also available, and in some programs both liberal arts and professional programs are offered. In addition to the Colleges and Schools, there is since 1960 a University-wide Division--the Summer Session. Summer sessins began in 1912.

In addition to the bachelor's degree, graduate degrees are offered through the master's, specialist, and doctor's degree levels in many fields. All colleges are dedicated to the provision of the highest quality of undergraduate and graduate education, and each college establishes its own admission, scholastic standing, and graduation requirements and offers academic programs that reflect its own particular mission and philosophy. Goals and objectives are enunciated by each college or school in accordance with its own specific mission. The University is a federation of various academic Colleges and Schools located on the home campus and on campuses in two other major cities. Under a State Board of Higher Education there is an institutional Board of Governors, a Board of Trustees, a President, seven Vice President's, and a Provost for each of three major campuses, including the home one. The Director of Summer Sessions, an all university division, is responsible to the University-wide Executive Vice President and Chief Academic Officer.

State appropriations, Federal funds, student tuition and fees, and grant monies from many external sources support the institution.

Institution M

This institution with a 1985 head count enrollment of 10,779 and located on two campus sites in a large Metropolitan suburban area was founded in 1976. Its founding was through the union of a public community college on a 36 acre site which had opened in 1955 and a public upper division undergraduate and graduate college that had been founded in 1965 in urban high rise buildings. The merger of the two colleges not only resulted in a complete four-year public institution but also in an institution expecially suited to contemporary needs in higher education. The institution is located on sites completely surrounded by

water with access by U.S. Interstate and other freeway vehicle bridges and by ferry boat. Plans are underway to relocate the two campuses to a single new site within the next two years. The 1980 population of 352,121 in the area was part of a Standard Metropolitan Statistical Area of 8,274,961 persons. Between 1970 and 1980, the college service area increased by 19.2%, but the SMSA decreased in population by 8.8%. Of the college service area population 7.3% were Black, and 5.4% were Spanish. The median age was 30.7 years.

One year certificate programs are offered in Safety Technology, Manufacturing Technology, and Industrial Management. Associate degrees are offered in 15 fields; Bachelor's degrees are offered in 41 fields, and, Master's degrees are offered in 10 fields. One Ph.D. degree is offered in Polymer Chemistry jointly with another college and a Metropolitan University Graduate Center. For students with weekday commitments to work or family, the college offers degree work in a limited number of fields through a weekend College which begins classes on Friday night and continues through Saturday and Sunday. The Associate degree weekend programs are in Liberal Arts and Business, and the Bachelor's degree programs are in Business, Economics with a business concentration, English, Psychology, and Sociology with courses offered in selected liberal arts areas. The college participates in a consortium which sponsors programs in Italy, England, Israel, Ireland, Germany, Spain, France, and Mexico. Programs are available in international business, filmmaking, studio art, Italian civilization, culture, and language in the Italian program coordinated by the College. An English Language Institute offers intensive courses in English for foreign students interested in learning English. Preprofessional programs are offered in Medicine, Dentistry, and Veterinary Medicine. Seven programs are interdisciplinary, and each is headed by a program coordinator and administered by a committee rather than by one of the 18 academic departments. The insitution is financed by allocations of state appropriated funds and student tuition and fees.

Institution N

This institution, located on a 900 acre main campus tract at the edge of a city of 23,746 total 1980 population, is a public state regional university with a fall 1985 headcount enrollment of 15,978 students. The city which is not part of a Standard Metropolitan Statistical Area experienced a population growth of 15.8% during the 1970s decade. Population median age was 21.5 years. Of the total city population, 1.7% were Black, and 1.3% were Spanish. The city is situated in a rural farm region and is the largest in a 60 mile radius on three sides and over 200 miles in the fourth direction.

The institution began as a private normal school in 1892 to prepare rural and grade school teachers. In 1895 it became a state-supported normal school. The institution achieved college status and granted the first Bachelor of Arts degree in 1919. By legislative act in 1959 the college became a state regional University. As a complex educational institution students are prepared for a variety of careers through programs leading to ten different baccalaureate degrees, ten master's degrees, specialist degrees in several education, health and human services fields, and a doctor's degree in Clinical Psychology. Students may participate in 103 areas of study within any one of 35 academic departments.

Consonant with the large idea that education is a rightful heritage of the human soul and that breadth and liberality of scope will always prove the better investment in the long run, the institution encourages the achievement of excellence by members of all its constituencies in achieving eight basic goals.

They are to:

1. Encourage personal development enabling students to indentify and achieve goals appropriate to them and to develop a sense of self-worth and confidence as well as the capacity to have a positive impact on society.

2. Encourage the development of an intellectual orientation and prepare students in methods of scholarly inquiry, scientific research, problem solving and synthesis of knowledge from a variety of sources. Commitment to life-long learning is promoted as well as increasing the desire and abilty to undertake self-directed learning.

3. Ensure that students acquire a basic knowledge in the humanities, social science, and natural sciences and a depth of knowledge in at least one academic discipline.

4. Encourage students to be concerned about the welfare of humanity, and as thoughtful citizens, to engage in public service to promote that welfare. Significant moral issues are explored and respect and understanding for peoples from diverse backgrounds and cultures are emphasized.

5. Assist student to develop vocational competencies and skills necessary for continued self-directed learning and problem solving.

6. Endeavor to provide service for the public good where there is expertise within the institution.

7. Contribute to the general advancement of knowledge by stimulating and supporting research by faculty, staff, and students.

8. Provide advanced educational opportunites in areas where academic resources are adequate in quality and quantity for students to update, refine and redefine their knowledge in accordance with their developing needs.

In addition to fields of specialization leading to degrees, preprofessional transfer programs are offered in Dentistry, Engineering, Forestry, Law, Medicine, and Osteopathy, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, and Veterinary Medicine. Interdepartmental areas of study are Minority Studies and Humanities Semesters in Classical Studies, Medieval Studies, American Studies, African Studies, and Music and Culture.

This institution has 5 regional centers scattered around the United States, such as Charleston, South Carolina, out of which 55 external degree satellite sites are operated. These external degree operations are self-supporting and offer primarily the Master's degree in fields of interest to the corporate and industrial world as well as to government agencies. Over 20,000 external degrees have been granted in this fashion. For example, the Library of Congress contracted to have the institution offer a Master's degree for interested employees with Bachelor's degrees.

APPENDIX B

CREATIVE PROGRAMS AND ACTIVITIES

APPENDIX B

CREATIVE PROGRAMS AND ACTIVITIES

Below are listed the summer term programs and activities identified for all institutions cited by respondents as having a creative (unique, experimental, innovative or exemplary) program. Shown by asterisks are the programs/activities identified by institutions included in this study.

1. a. Summer abroad in Paris.
   b. Astronomy program in Mount Crested Butte, Colorado.

2. a. Use four-day class schedule.

3. a. Project START--an intensive 10-week opportunity for low high school achievers to become qualified for collegiate admission.

4. a. "Our University" at the International conference on Population--Mexico City.

5. a. College excellence workshop--2-hour workshop for two evenings for college bound achievers who intend to maintain their high school level of performance.

6. a. Pre-enrollment implemented.

7. a. Special programs in fine arts for academically talented junior and senior high school students.
   b. Special programs in Italy, England, and the Gulf Coast.
   c. Special marine science workshops for teachers.
   d. Anthropology digs in Israel.
   e. Computer science for teachers and administrators.
   f. Fresh shrimp seminars.
   g. Enology: wine growing workshops.
   h. Catfish: Farm raised catfish workshops.
   i. Computerized farm management programs.
   j. Others too numerous to mention.

8. a. The American West Program--this year features "Dust Bowl Days" and it will be used as a springboard for a series of summer session programs on American agriculture. In addition, we have several other western themes in development.

9. a. Some new programs offered in the College of Architecture and Urban Planning aimed at teaching the use of micro-computers to professionals in the field.

10. a. Shakespeare in Production
    b. Writing About Literature Program
    c. Music Theatre Festival (Gilbert and Sullivan productions)
    d. Mountain Research Station (EPO Biology and Geography classes taught in the mountains at 9,500 ft. altitude).
    e. Distinguished Visiting Professors Program (usually 2 each summer)
    f. Farrand/Sewall Supper Program (to give college freshmen an early start at the university campus).

11. a. Program for new freshmen who pay $400 room and activity fee, but no tuition for the summer.
    b. Local community students can take up to 12 academic credit hours for $225.

12. a. Jubliant Summer: non-academic course offerings for citizens over age 60 years. Citizens can also sit in a regular college course for one week, if desired.
    b. One-week workshops for Christian educators.
    c. Summer Honors: early enrollment for high school juniors with more than 3.00 GPA. Could enroll up to 12 hours of credit for summer terms.

13. a. Gerontology
    b. Women's Studies
    c. Human Sexuality

14. a. Summer Directed Study Program: students with 2.0 or more GPA are on campus for the first week. The remainder of the work is completed by correspondence with the instructor during the summer. All courses are taught on this basis. Because of this, the program is limited in the types of courses which are offered.

15. a. Programs in Europe by the Foreign Language Department.
    b. Program to California dealing with the world of television.
    c. Program for teachers of gifted students.

16. a. High School Junior Program--qualified high school junior allowed to take 3-hour course free during summer between junior and senior year.

17. a. Field School in Archaeology
    b. Summer Transitional Program
    c. Spanish, French Institutes

18. a. Specialized Honors Programs for High school Students Across the U.S.: Humanities (1984), Social Sciences (1985).

19. a. Conferences and Seminars
    b. Special Groups' Institutes (None are credit offerings.)

20. a. Genealogy Weekend Workshop (credit and non-credit) and festival in conjunction with State Genealogical Society Annual--90 credit; 77 non-credit; over 600 attending conference. Workshop staffed with over 30 genealogical specialists under direction of visiting professor.

21. a. Elderhostel
    b. Eastern Writers Conference
    c. Stage Combat Workshop
    d. SEA Program for Talented Children

22. a. Remedial Summer Session II Courses offered for repeaters or new students.

23. a. SEEK (College program for economically/educationally deprived students.) Summer pre-freshman program for (1) native speakers and (2) for ESL.
    b. Freshman Summer Institute: A pre-freshman summer program for regular students in need of remediation.

24. a. Arts Program at Caumsett State Park--Outdoor painting--outdoor dancing and choreograhy.
    b. Overseas Programs: Education (Israel, Kenya, England); Jewish Studies (Jerusalem and Israel); French (France); and Geology (Iceland).

25. a. Reading Workshop
    b. Wellness--Fitness Workshop
    c. Travel Courses

26. a. Summer Enrichment Program--for children age 6-16. Program centered around a theatre production and served as the vehicle for teaching math, reading and creative reading.

27. a. STARS Program: Strengthening reasoning skills for high school students.
    b. SCORE Program: Summer computer and recreational enrichment (middle school students).
    c. Pre-Engineering Program (high school minority students).
    d. Basic Skills Program (middle school students).
    e. Computer Enrichment (high school students).

28. a. Math-Science Institute for secondary school teachers who are teaching these subjects without adequate preparation (chemistry, biology, physics, and science education).

29. b. Elderhostel Program

30. a. Energy Workshops for Teachers--3-week intensive 3 hr. credit course funded by Shell Foundation which incorporates several field trips. Teachers are selected from an application process and are expected to integrate materials into elementary and secondary school level classes.
    b. European Business Tour--2 1/2 week, 3 credit hour course or participants may be continuing education students. Visits to international business executives to gain a perspective on international management, marketing, and finance.
    c. Hawaii Comparative Education Series--3 week, 3 hr. credit course for teachers to gain a multi-cultural and comparative education perspective. Local Hawaiian culture and sites are used as instructional aids.

31. a. ASSET--A printmaking class for teachers partially funded by the State Arts Council.
    b. Introduction to Deafness Workshop--for college faculty and staff--basic signing and review of problems of deaf students.
    c. VENTURES in Learning--for gifted and talented youngsters (1 week intensive study in various subjects combined with gifted and talented workshop for teachers).

32. a. International Logo Institute

33. a. Theatre Arts Program on Nantucket Island.
    b. Marine Biology Programs on Nantucket Island.
    c. Archaeology in Boston.
    d. Boston Sports Medicine Institute

34. a. Four-Day Work Week--no Friday classes.

35. a. One month day term session (June), two 2-week sessions and a full term night program (June-August). In the one month term, students attend class 2 hours a day for 5 days a week. In the 2-week terms, students attend class 4 hours a day, 5 days a week. Night classes meet one night a week for 4 hours for 10 weeks.

36. a. Evening and summer BSN completion program.

37.*a. Health Risk Appraisal Program, 5:30 pm - 9:30 pm for four evenings, Tues-Thurs.

38.*a. Graduate Program in Gifted/Talented Teaching.

39.*a. Language Program Overall--21 languages offered on intensive basis.
    b. Middle East Mosaic--many courses on Middle East.
    c. Nine Languages ALPS Program--Acquiring Language Production Skills.
    d. Vlack Language offering.

40.*a. Shipwreck Archaeology
    b. Special Interest Courses in Communications
    c. Special Interest Education Courses
    d. Special Interest Psychology Courses
    e. Intensive Program in Computer Related Engineering and Science Studies

41.*a. Suzuki Piano Pedgogy Workshop
    b. Instrument Repair for the Band Director (for high school teachers of music).
    c. Music Camps (for high school students).
    d. Computer/Science Camps (for junior high school youth).

42.*a. Western Arts Music Festival.
    b. Conference on Freshman and Sophomore English.
    c. Living History Program.
    d. Audubon Ecology Camp in the West.
    e. Biological field Station Work Program.

f. Science and Mathematics Teaching Center (use of microcomputers in elementary/secondary school science/math teaching, courses in critical thinking skills for science/math teachers, mathematics courses for improving teaching effectiveness, and methods of diagnosis and remediation in elementary school mathematics).

43.*a. Night classes in College of Business.
b. Engineering classes offered for ten weeks instead of during only a five-week session.
c. Night classes in social implications of information systems, operations analysis and modeling, distributed data processing, and quantitative business analysis.

44.*a. Essentials of Latin.
b. Night business courses.
c. Night computer science courses.
d. Home study summer courses.
e. Second homes off-campus courses.
f. Affective education (one week intensive workshops).

45.*a. Language immersion program--15 languages.
b. Personal computer immersion program.
c. Minority high school math/science program.

46.*a. Special Topics Offerings: one or three week.
Therapy with Children
Drug and Alcohol Counseling
Ethical and Legal Issues in Counseling
Educating the Alienated and Disruptive Student
Reading and the Gifted Student
Integrating Asian Studies in the High School Curriculum
The Parent Connection--Strategies for Success in the Curriculum
The Parent Connection--strategies for Success in the Classroom
Career Development: Getting the Job You Want
Simulated Materials for Elementary and Secondary School Administrators
Censorship and Literature
The Machine and America
Science, Religion, and Imagination

47.*a. Institute for elementary school teachers of mathematics, science, and computers.

48.*a. Intensive courses in sciences (biology, physics and chemistry) allowing pre-professional students to complete 2 semesters work in 8 weeks.

49.*a. One-week special themes courses:
Dispute Resolution: A Survey of Landlords and Tenants in a University Setting
Effective Lobby Techniques
Advocacy in Child Care and Development
Children and Divorce
Sexual Abuse of Children

50.*a. Six special themes courses, 3 each centered around two topics--Excellence in Education and Election Year Politics.

51. a. Program designed to acquaint highly talented high school female students with academic programs in engineering.

52. a. Overseas business seminars in Russia, Scandinavia, Hawaii.
b. Seminars on cultural-ethnic areas of New York City.
c. Non-credit offerings in contract work with corporations.
d. Non-credit language seminars.

53. a. Attempts have been made to better balance course and program offerings through direct surveys of students for input.

APPENDIX C

INSTITUTIONS INCLUDED IN SITE VISITS

APPENDIX C

NAMES OF INSTITUTIONS VISITED

Arkansas State University, Jonesboro, AR

Central Michigan University, Mount Pleasant, MI

City University of New York-Staten Island, Staten Island, NY

East Stroudsburg State College, East Stroudsburg, PA

Lehigh University, Bethlehem, PA

Minot State College, Minot, ND

Northern State College, Aberdeen, SD

Portland State University, Portland, OR

Rutgers State University of New Jersey, New Brunswick, NJ

Southeast Missouri State University, Cape Girardeau, MO

State University of New York at New Palty, New Palty, NY

University of Miami, Coral Gables, FL

University of Northern Iowa, Cedar Falls, IA

University of Wyoming, Laramie, WY